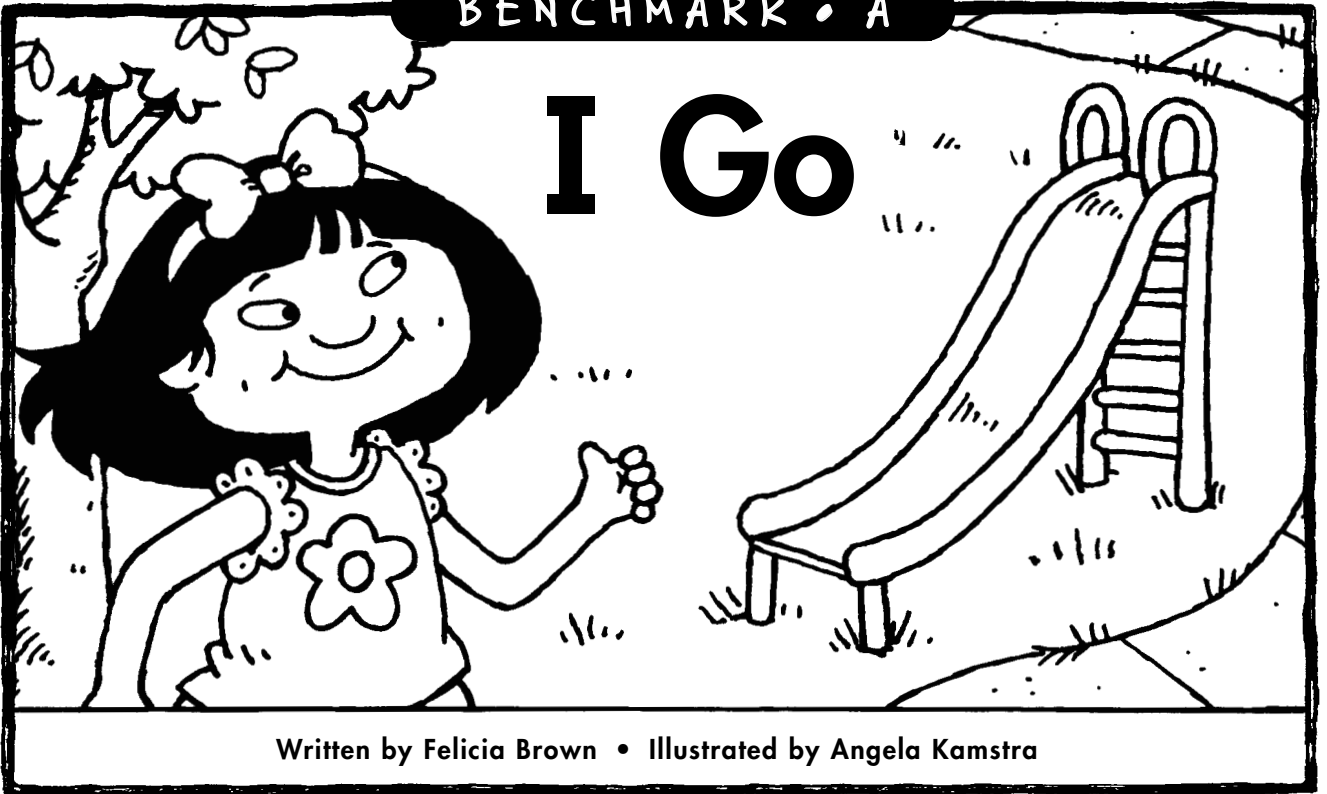


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Caliente.COM

BENCHMARK • A

I Go



Written by Felicia Brown • Illustrated by Angela Kamstra

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I Go

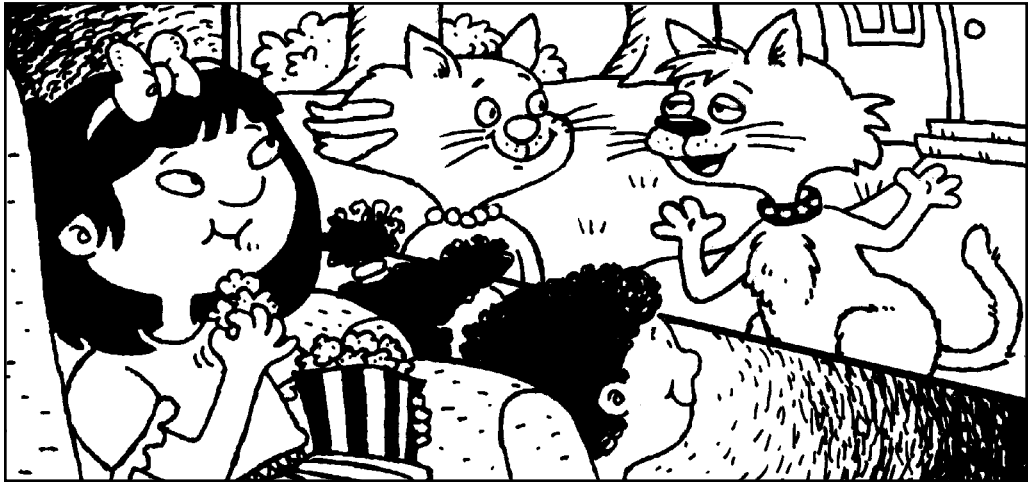
A Reading A-Z Level A Benchmark Book • Word Count: 41



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I Go



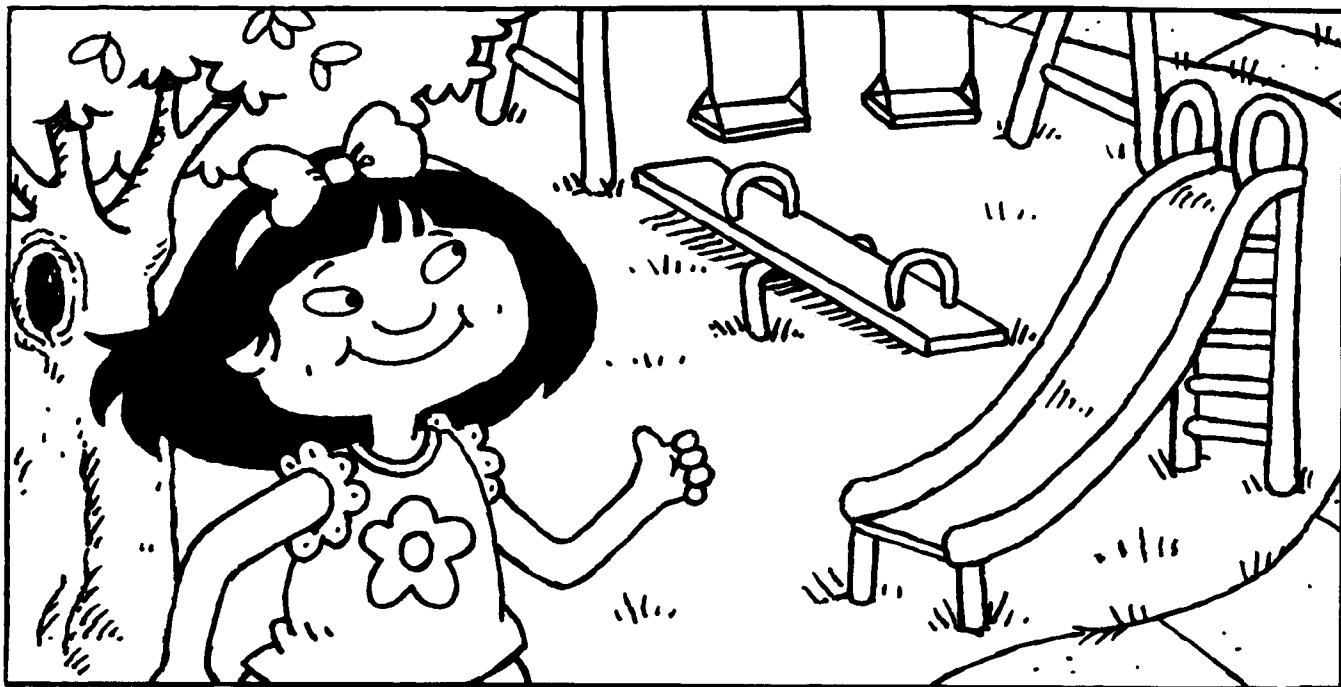
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LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Correlation

I Go
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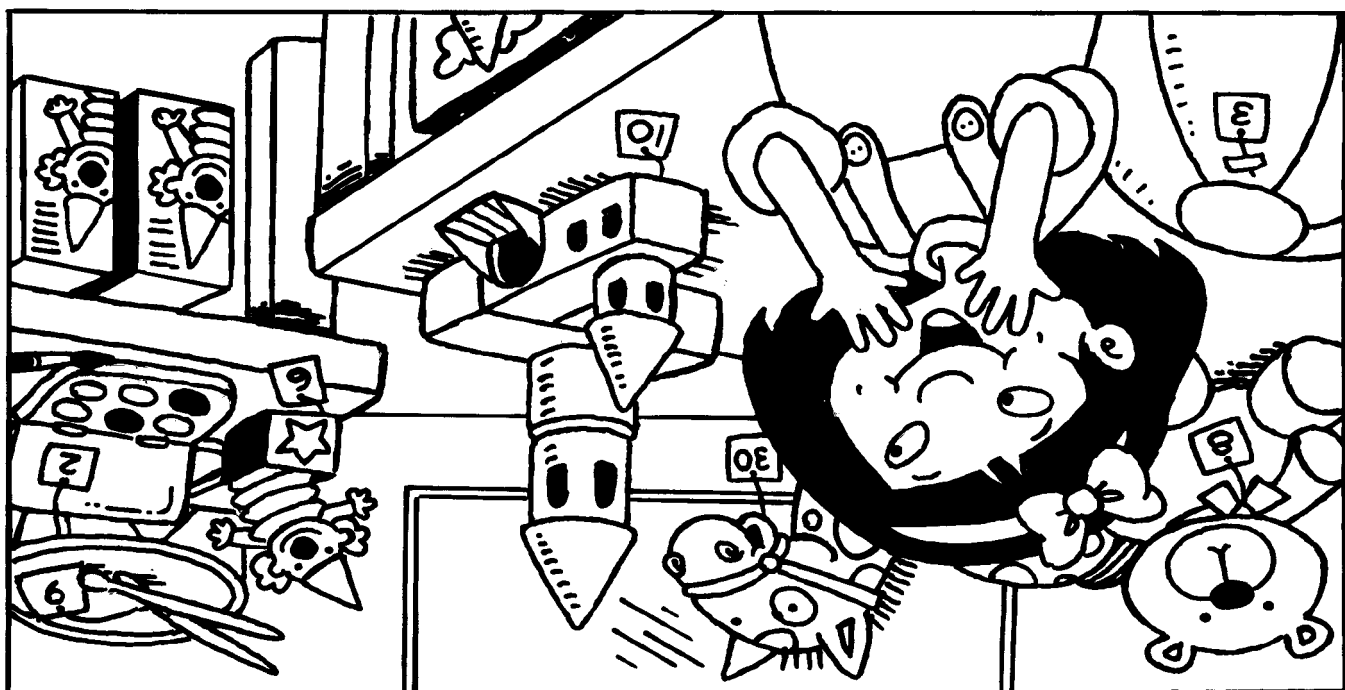


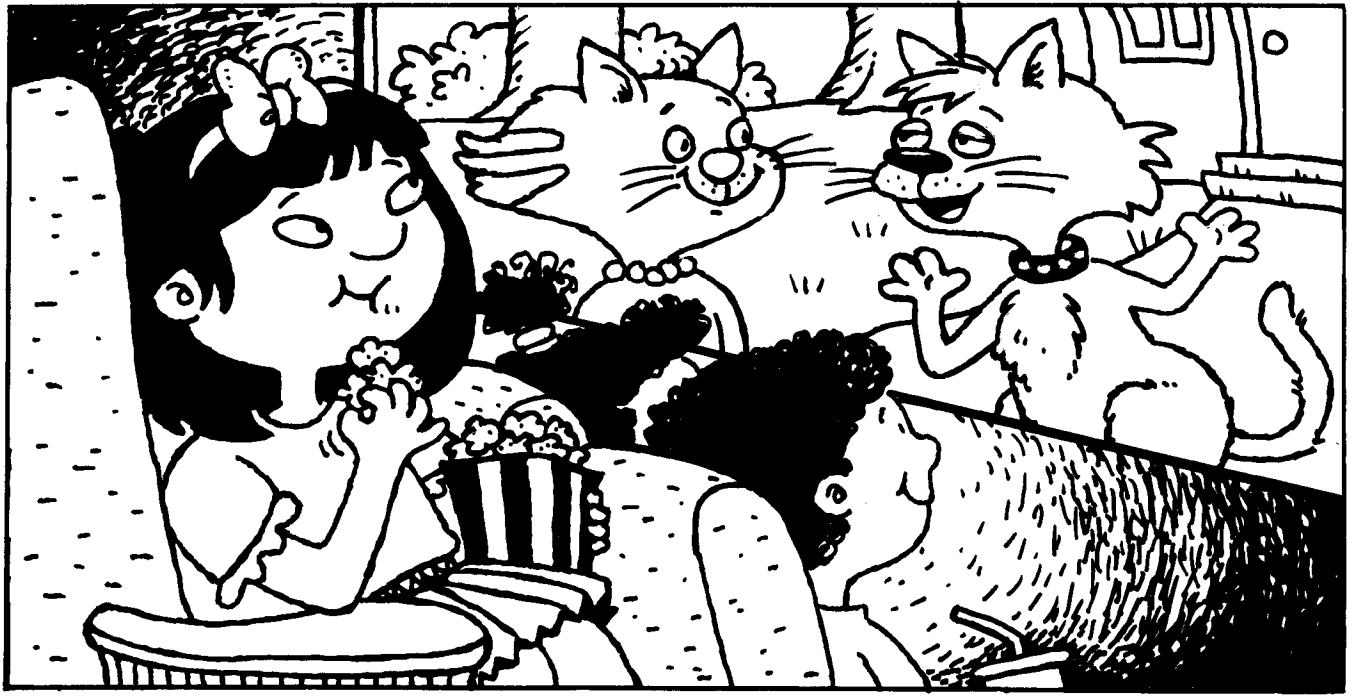
I go to the park.

3

I go to the store.

4





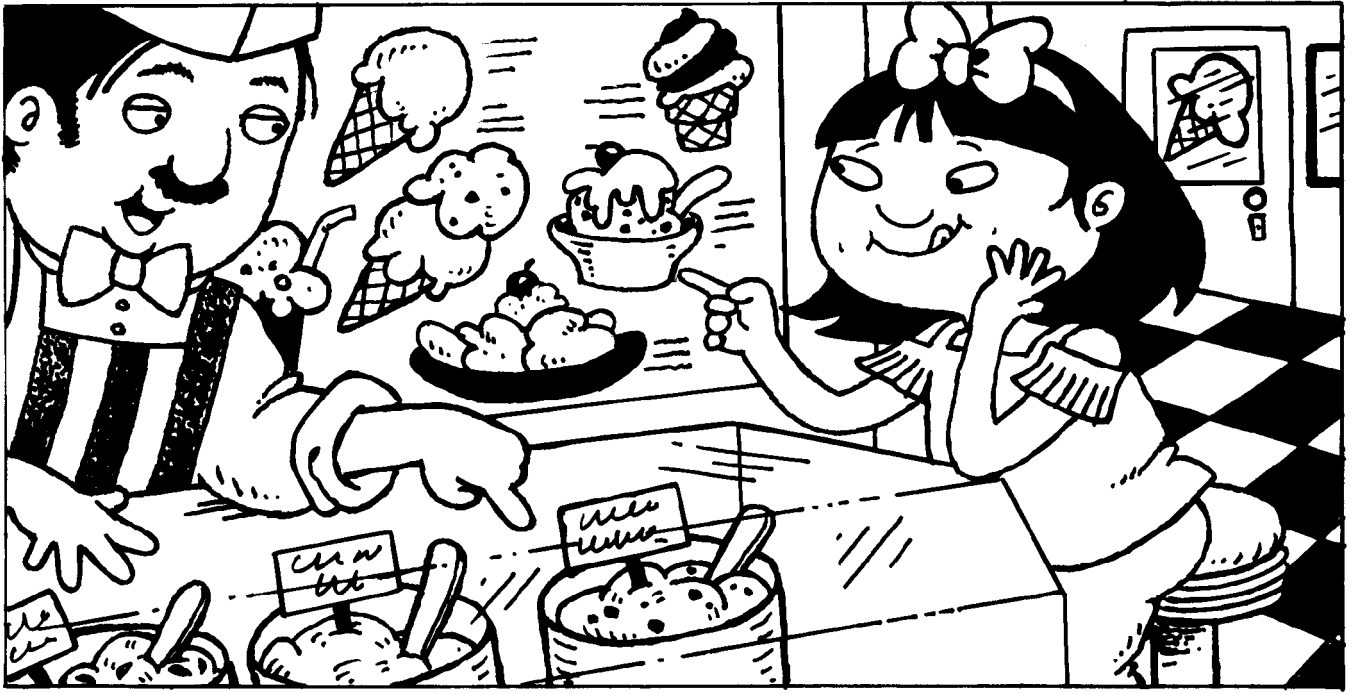
I go to the movies.

5

I go to the zoo.

9





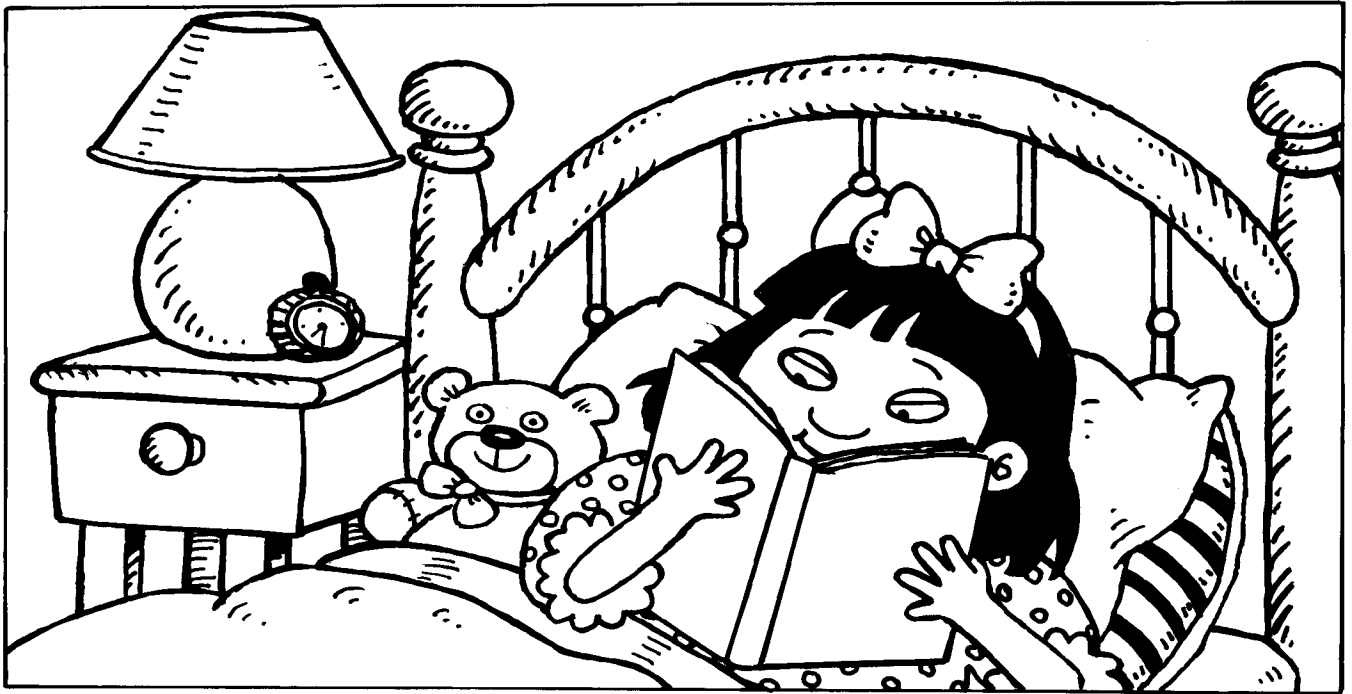
I go to the ice cream shop.

7

I go to the library.

8



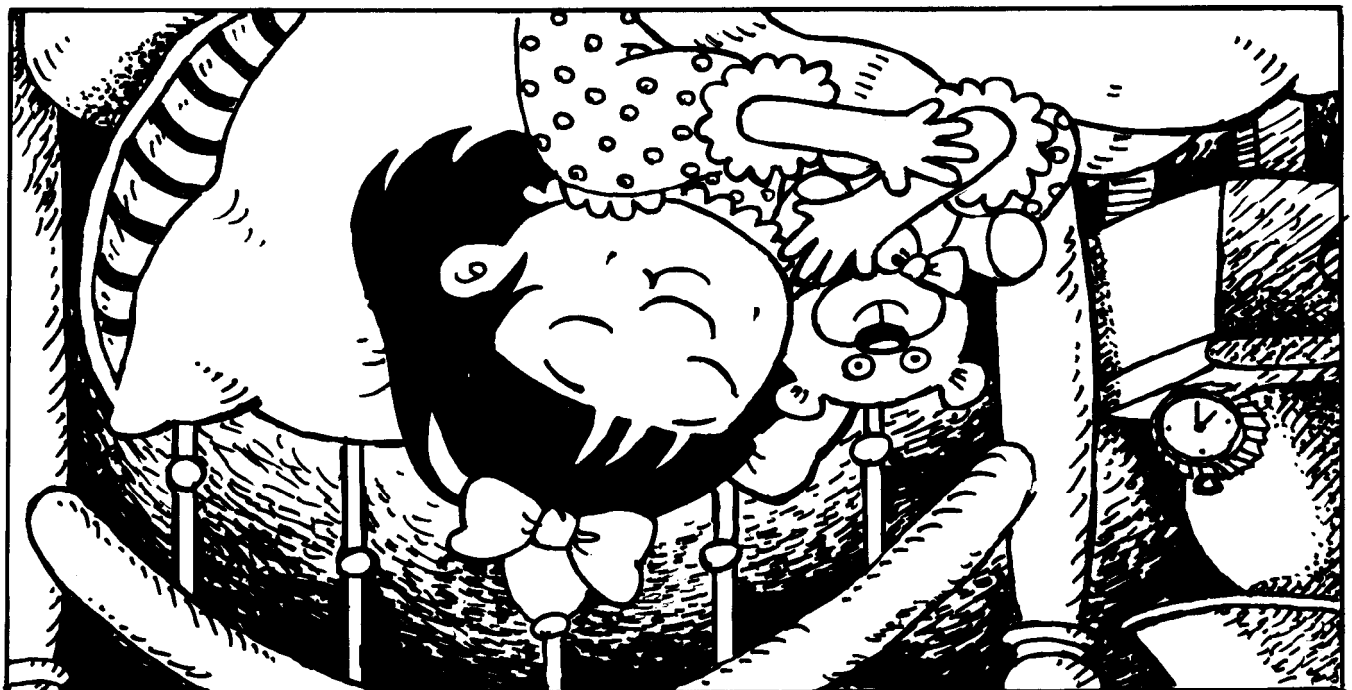


I go to my room.

9

I go to sleep.

10



Reading a-z Running Record

Level A

Student's Name _____ Date _____

**I Go
41 words**

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	I go to the park.												
4	I go to the store.												
5	I go to the movies.												
6	I go to the zoo.												
7	I go to the ice cream shop.												
8	I go to the library.												
9	I go to my room.												
10	I go to sleep.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

Vegetables

A Reading A-Z Level A Benchmark Book

Word Count: 27



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BENCHMARK • A

Vegetables



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Vegetables



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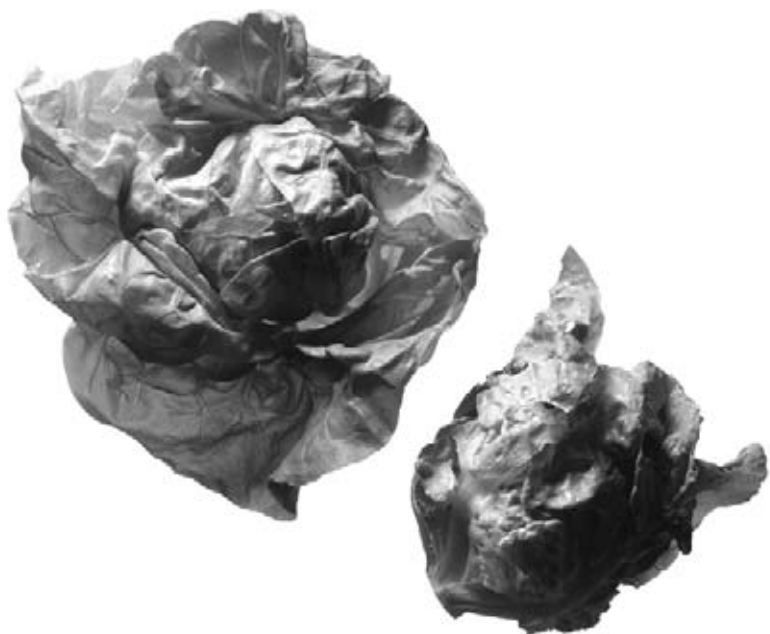
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



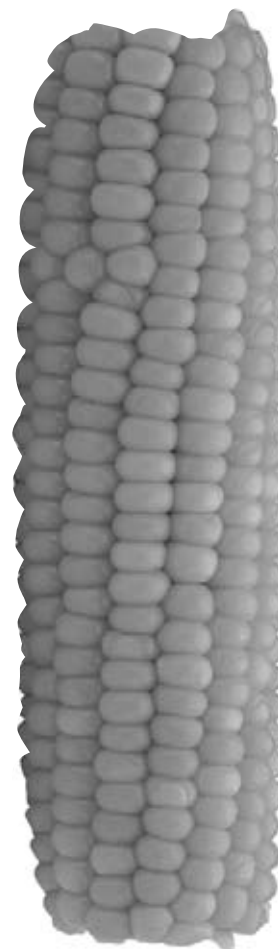
This is a potato.



This is broccoli.



This is lettuce.



This is corn.



This is a chile pepper.



This is cabbage.



These are carrots.



These are vegetables.

Reading a-z Running Record

Level A

Student's Name _____ Date _____

**Vegetables
27 words**

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	This is a potato.												
4	This is broccoli.												
5	This is lettuce.												
6	This is corn.												
7	This is a chile pepper.												
8	This is cabbage.												
9	These are carrots.												
10	These are vegetables.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

My Dog

A Reading A-Z Level A Leveled Reader

Word Count: 33



Reading a-z

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LEVELED READER • A

My Dog



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Illustrated by Nora Voutas

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My Dog



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My Dog
Level A Leveled Reader
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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



My dog can jump.



My dog can run.



My dog can swim.



My dog can dig.



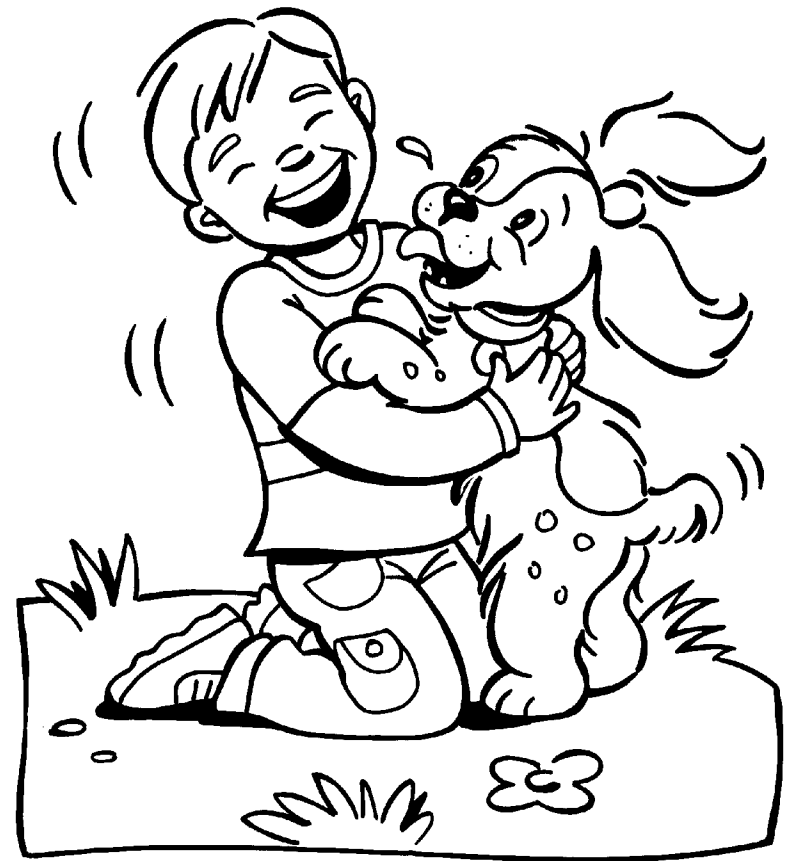
My dog can climb.



My dog can sit.

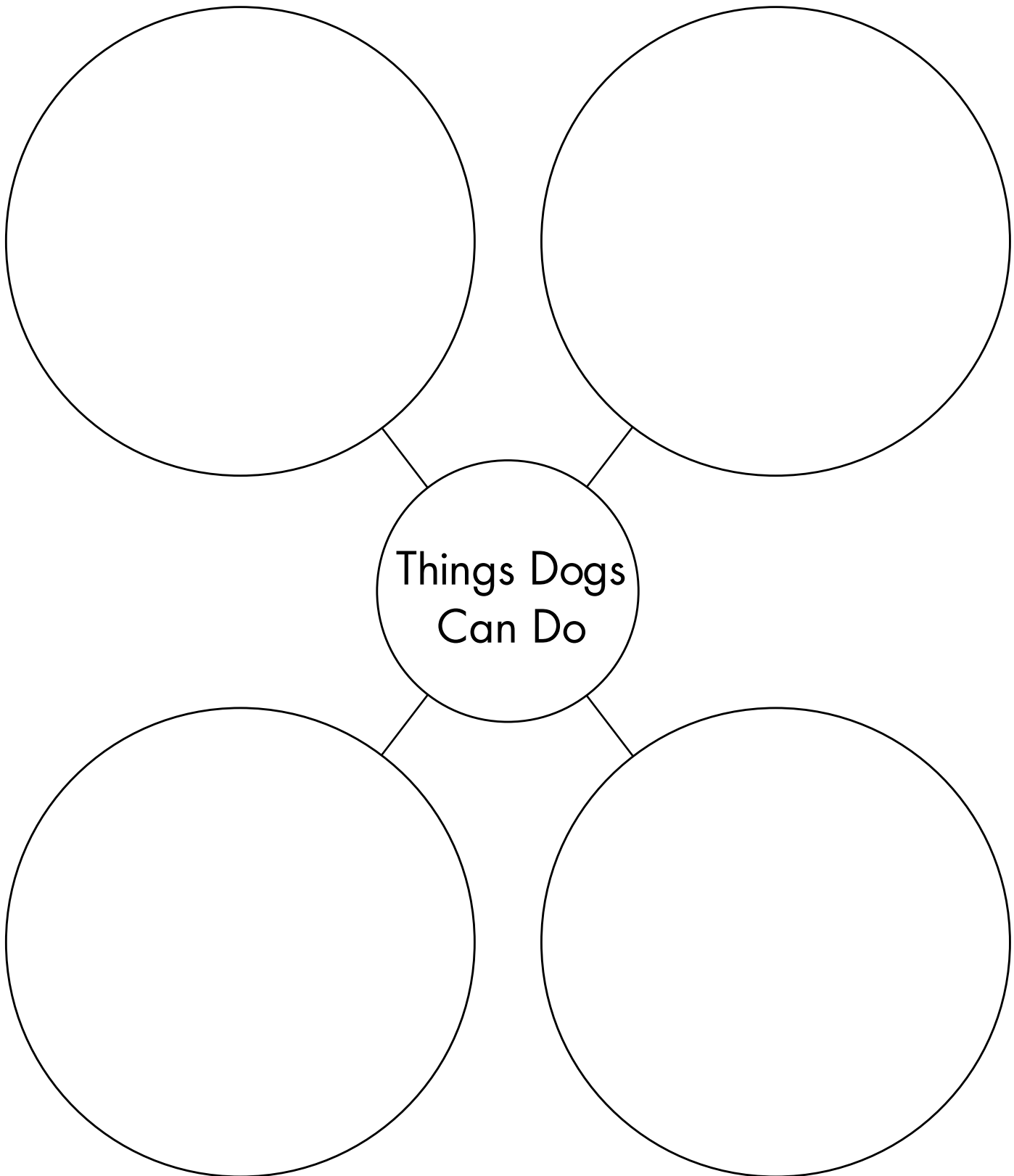


My dog can roll over.



My dog can hug.

Name _____



INSTRUCTIONS: Read the main idea with students. Have students draw and label the things the dog can do in the circles.

Name _____

run

jump

dig

hug



My dog can . My dog can .



My dog can . My dog can .

INSTRUCTIONS: Have students cut out the action words in the boxes and paste them in the correct sentences. Then have them read each sentence aloud.

LEVELED READER • A

Bird Goes Home

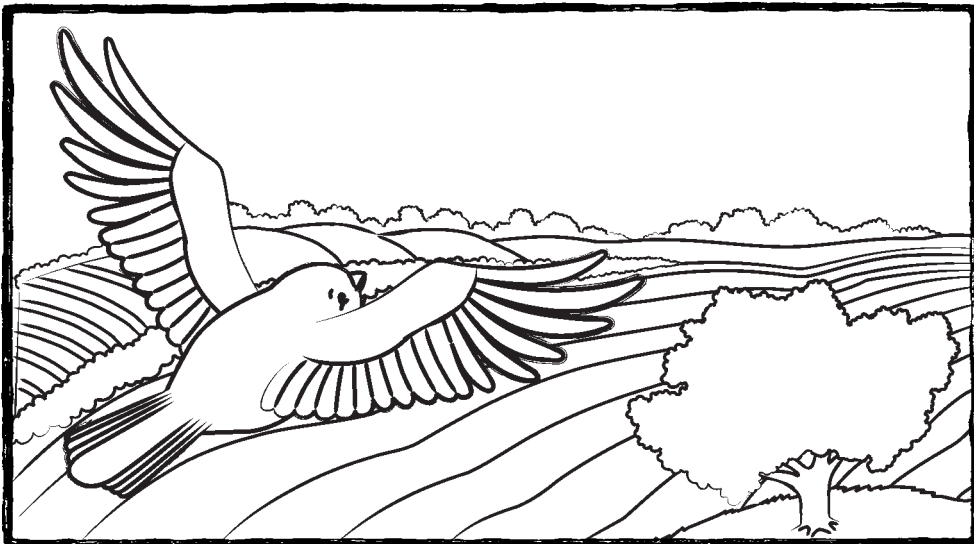


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Bird Goes Home

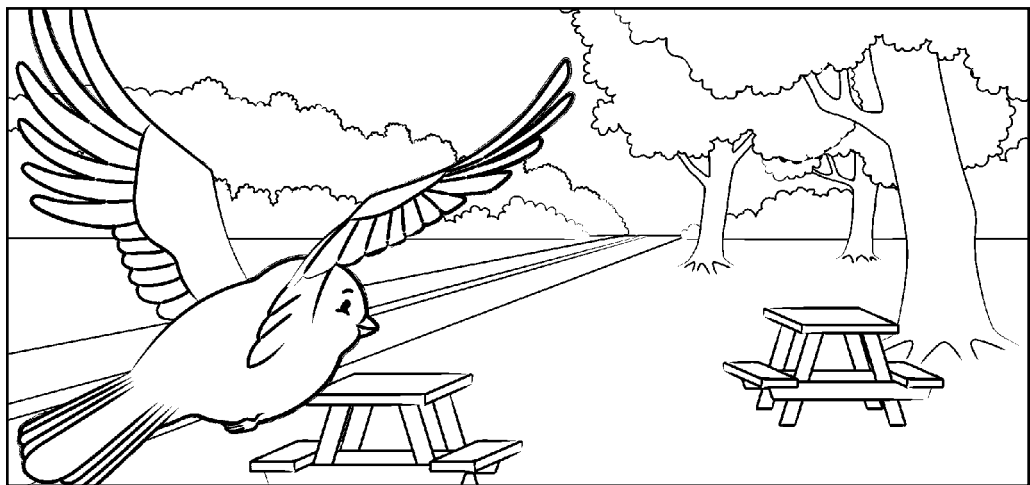
A Reading A-Z Level A Leveled Reader • Word Count: 46



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Bird Goes Home



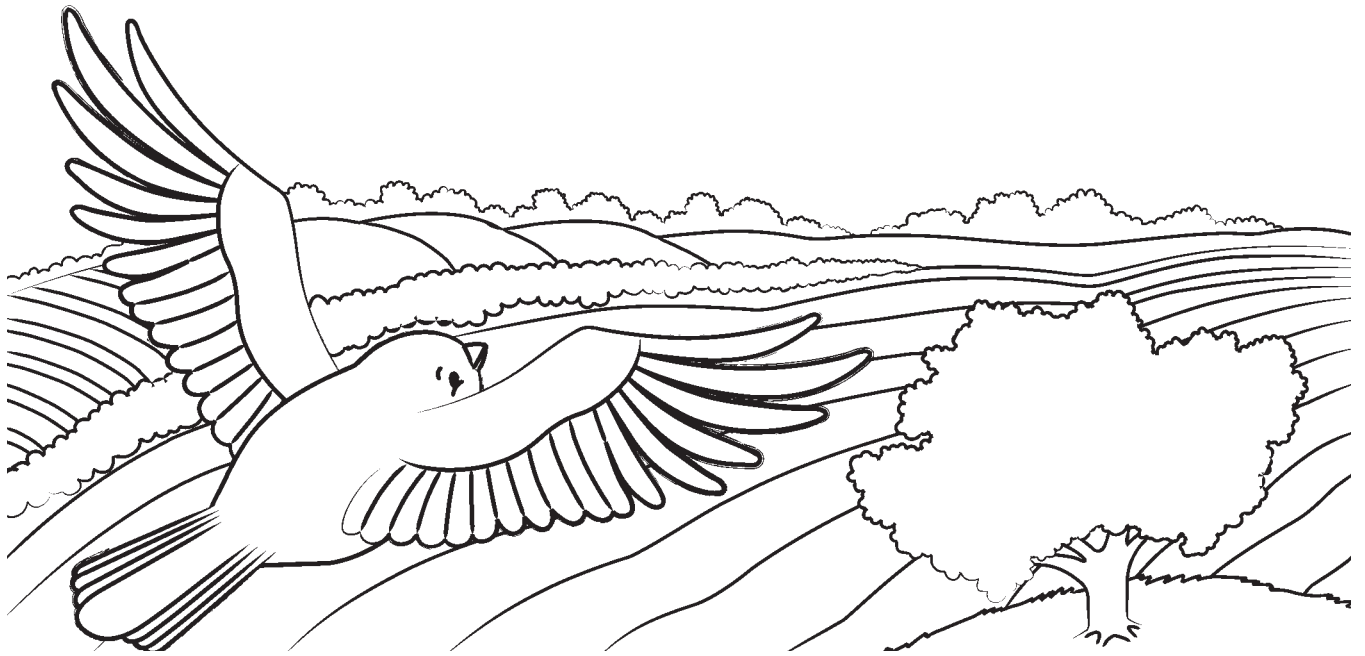
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LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Correlation

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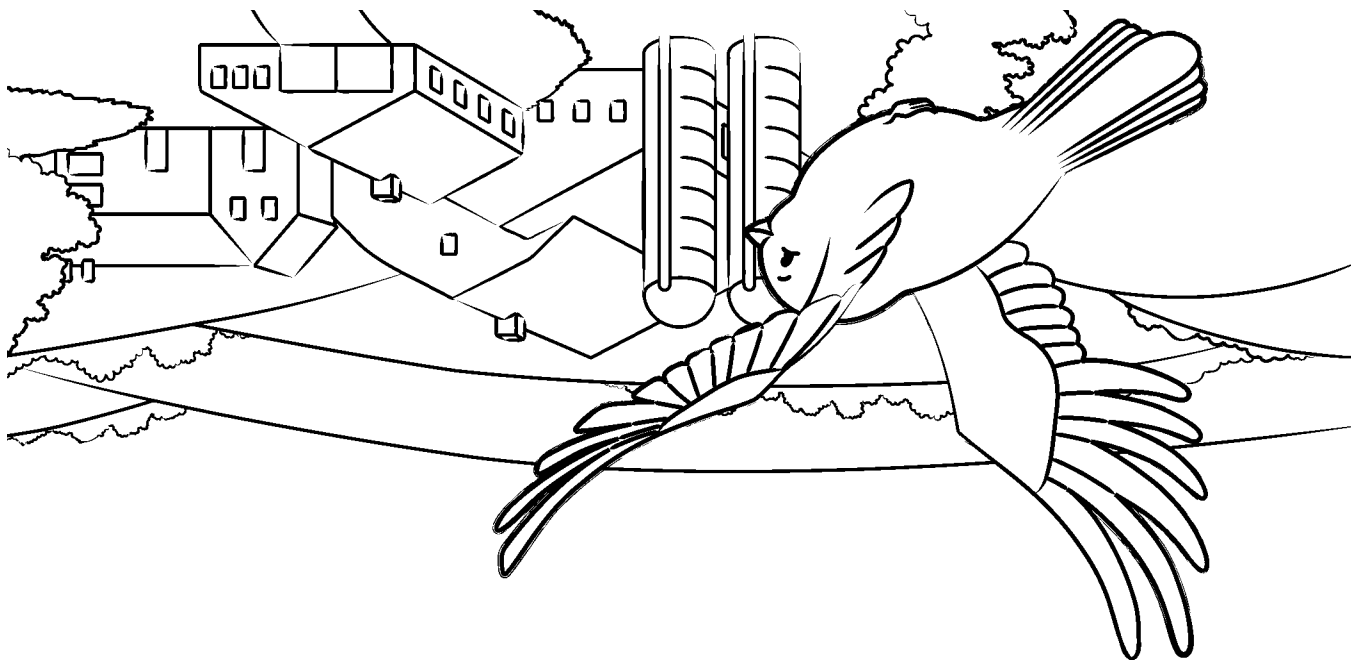


The bird goes over the tree.

3

The bird goes over the farm.

4



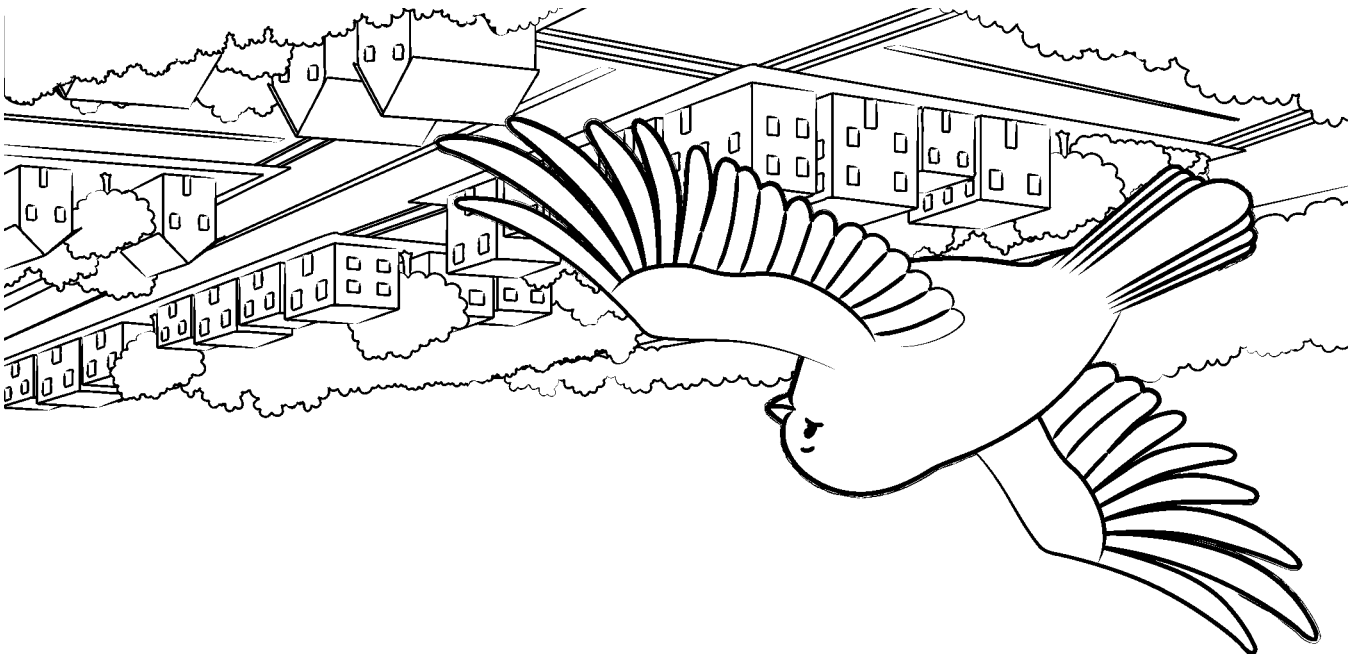


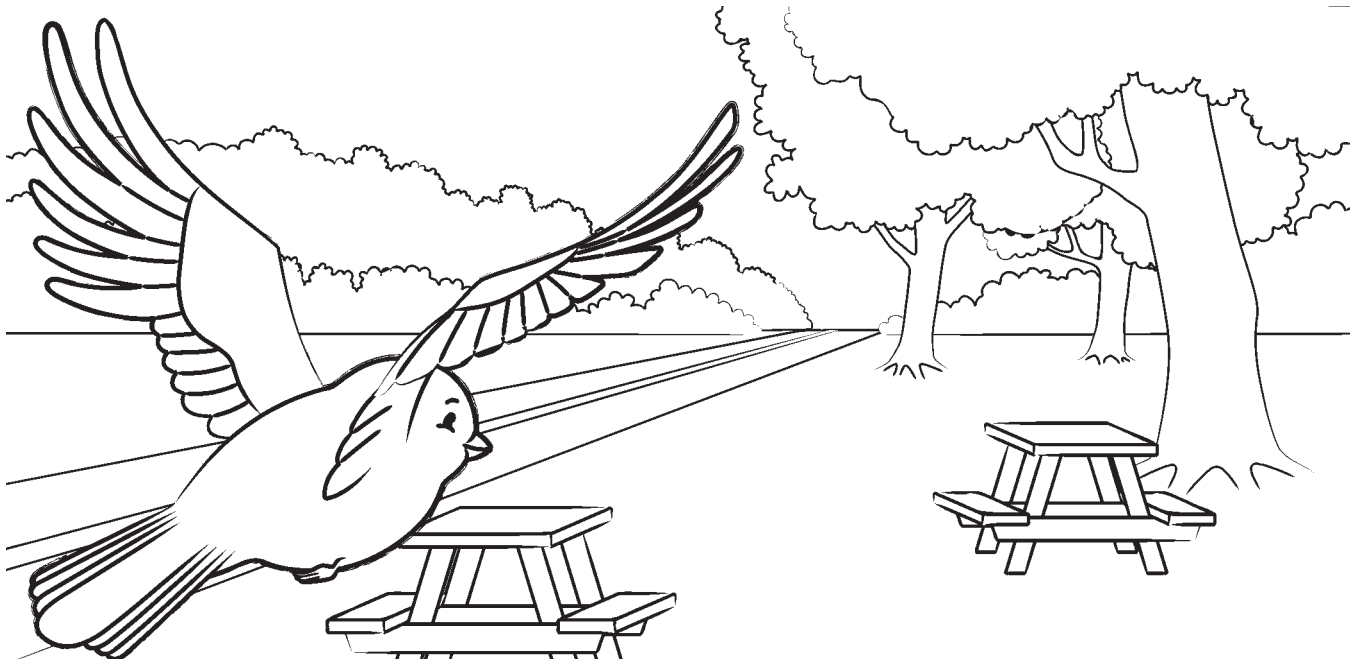
The bird goes over the city.

5

The bird goes over the street.

6



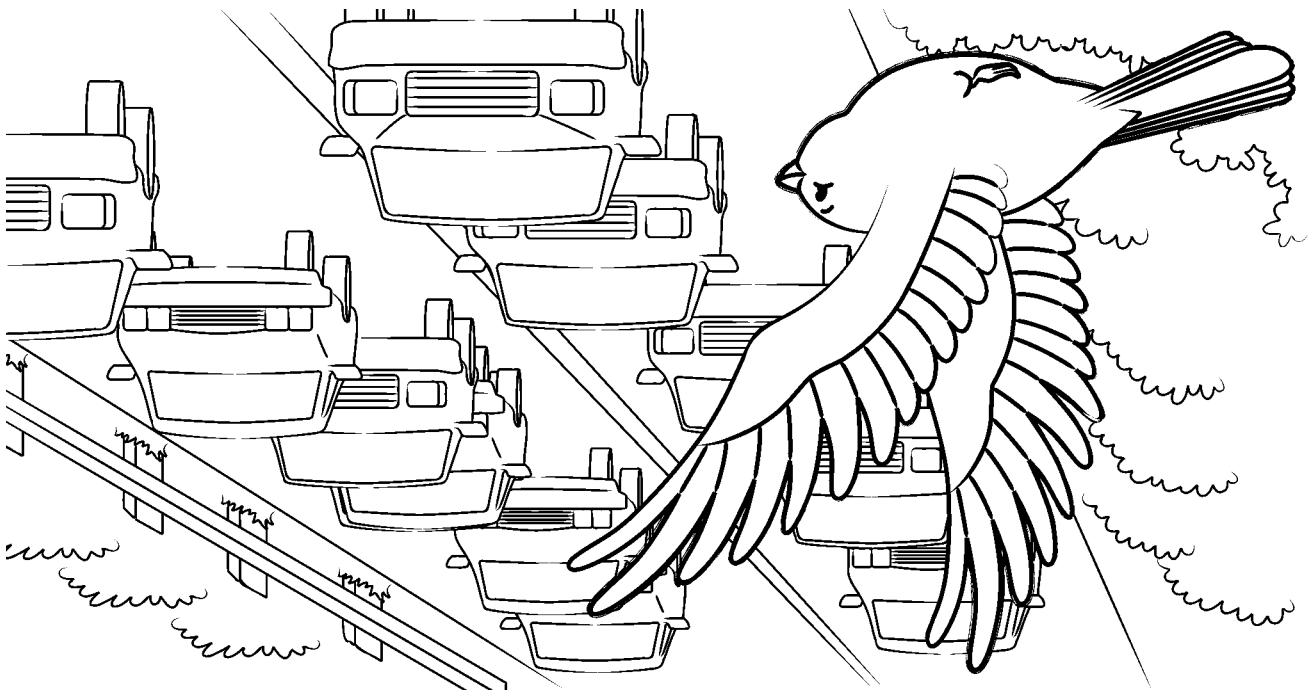


The bird goes over the tables.

7

The bird goes over the cars.

8

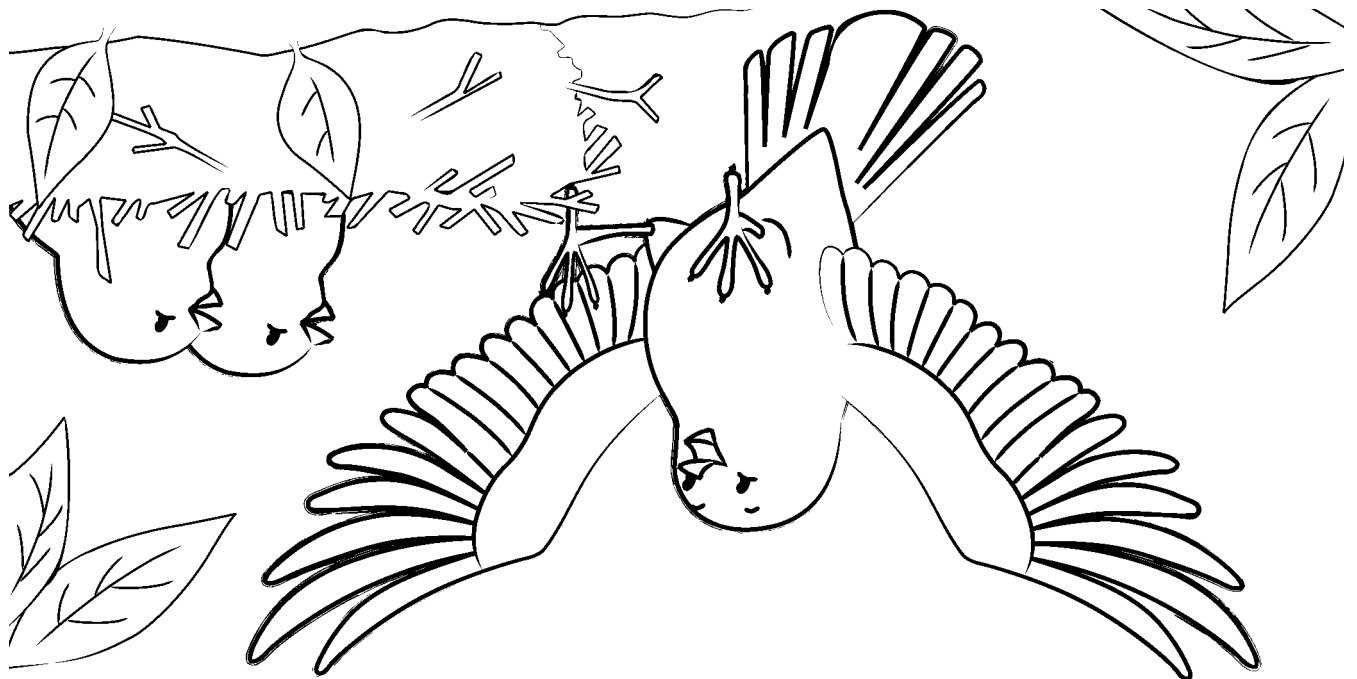




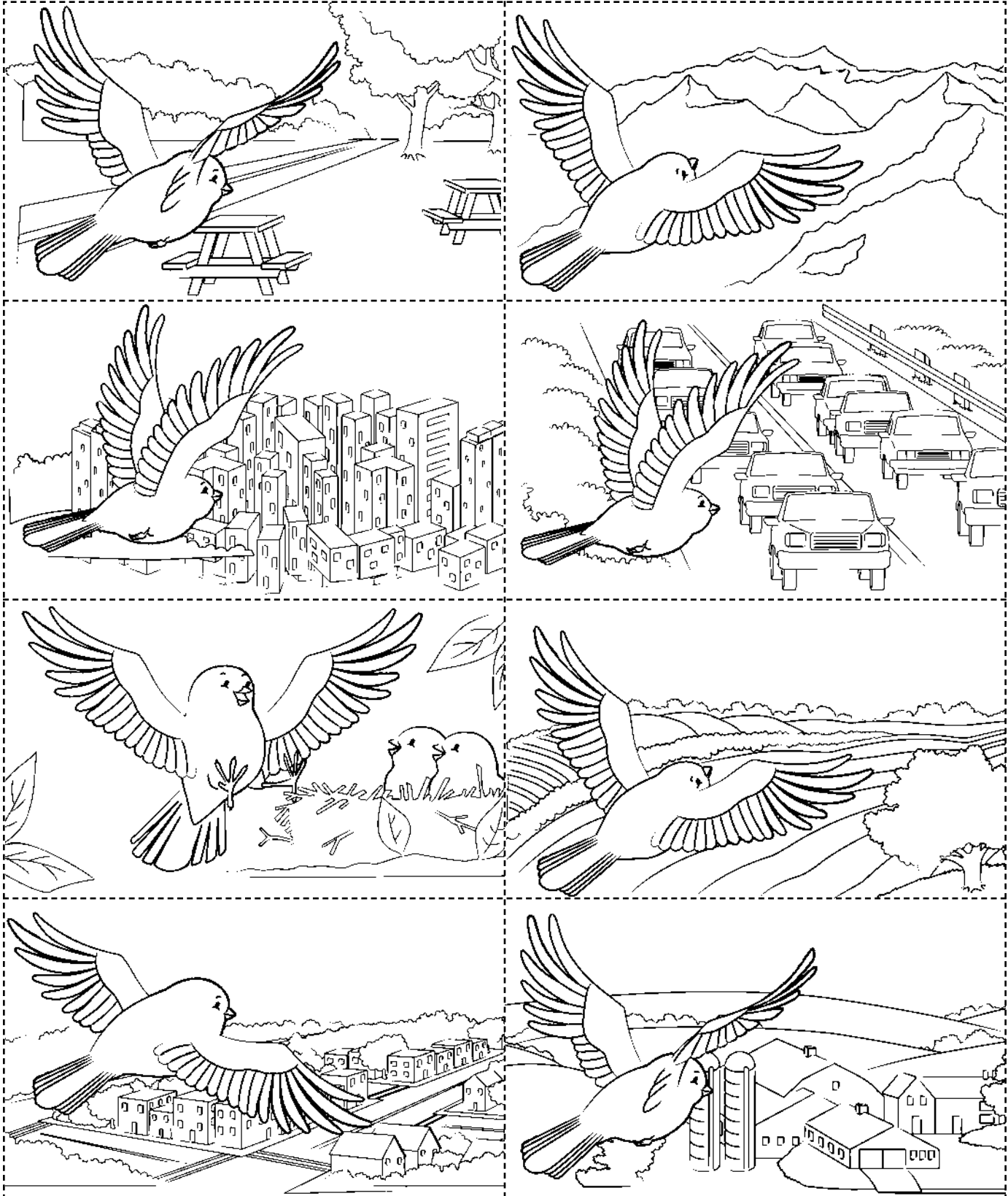
The bird goes over the mountains.

9

10
The bird goes home.



Name _____



BIRD GOES HOME • LEVEL A • 1A

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and paste them in the order in which they appear in the book on worksheet 2.

Name _____

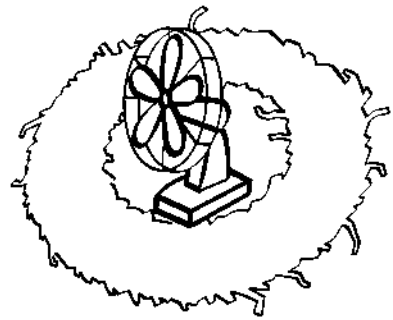
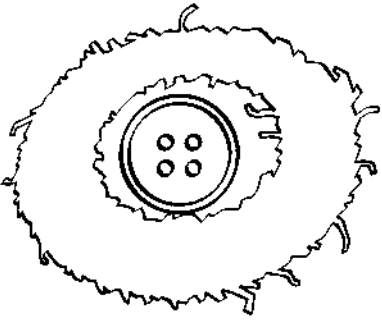
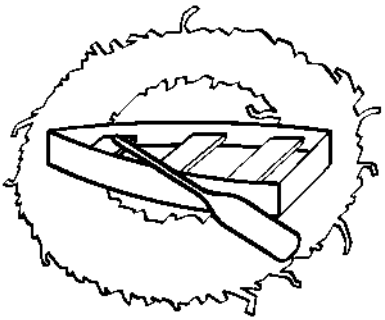
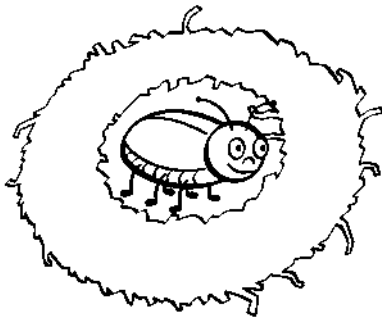
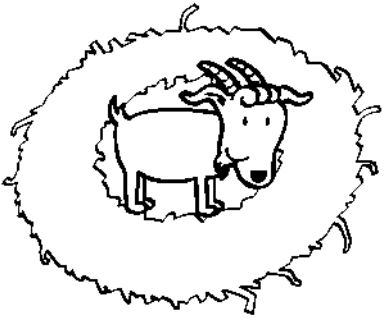
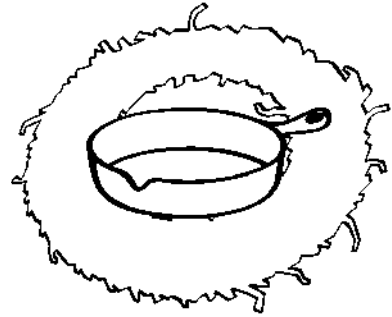
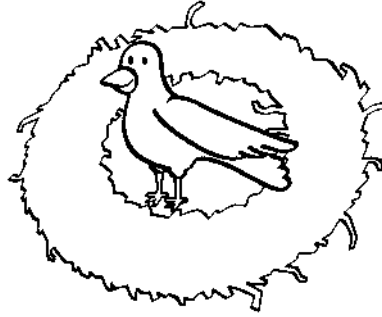
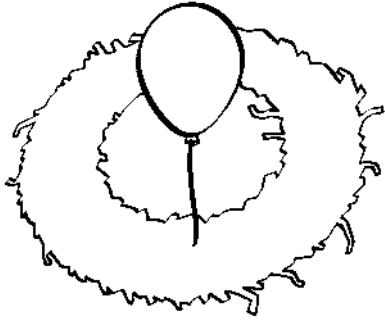
1	2
3	4
5	6
7	8

BIRD GOES HOME • LEVEL A • 1B

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students paste the pictures from worksheet 1 in the correct order in the boxes provided.

Name _____



INSTRUCTIONS: Have students write the letter *Bb* in the space under the pictures that name objects that begin with the /b/ sound.

Fruit

A Reading A-Z Level A Leveled Reader

Word Count: 31



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LEVELED READER • A

Fruit



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Fruit

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Correlation

LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



This is a cherry.



This is a pear.



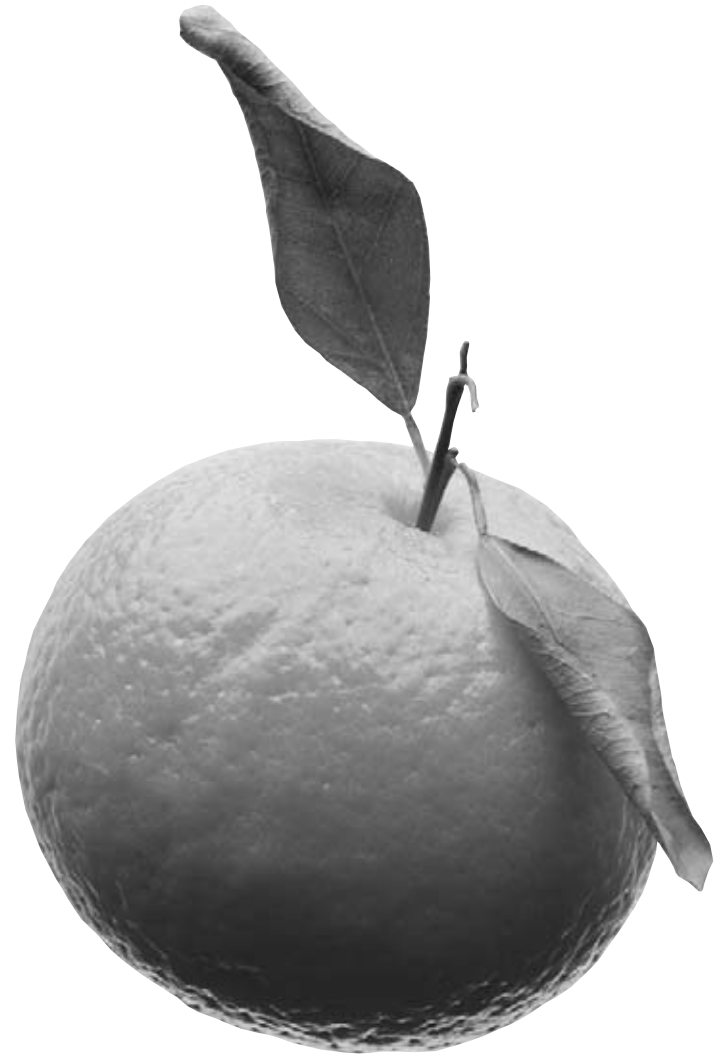
This is a banana.



This is a tomato.



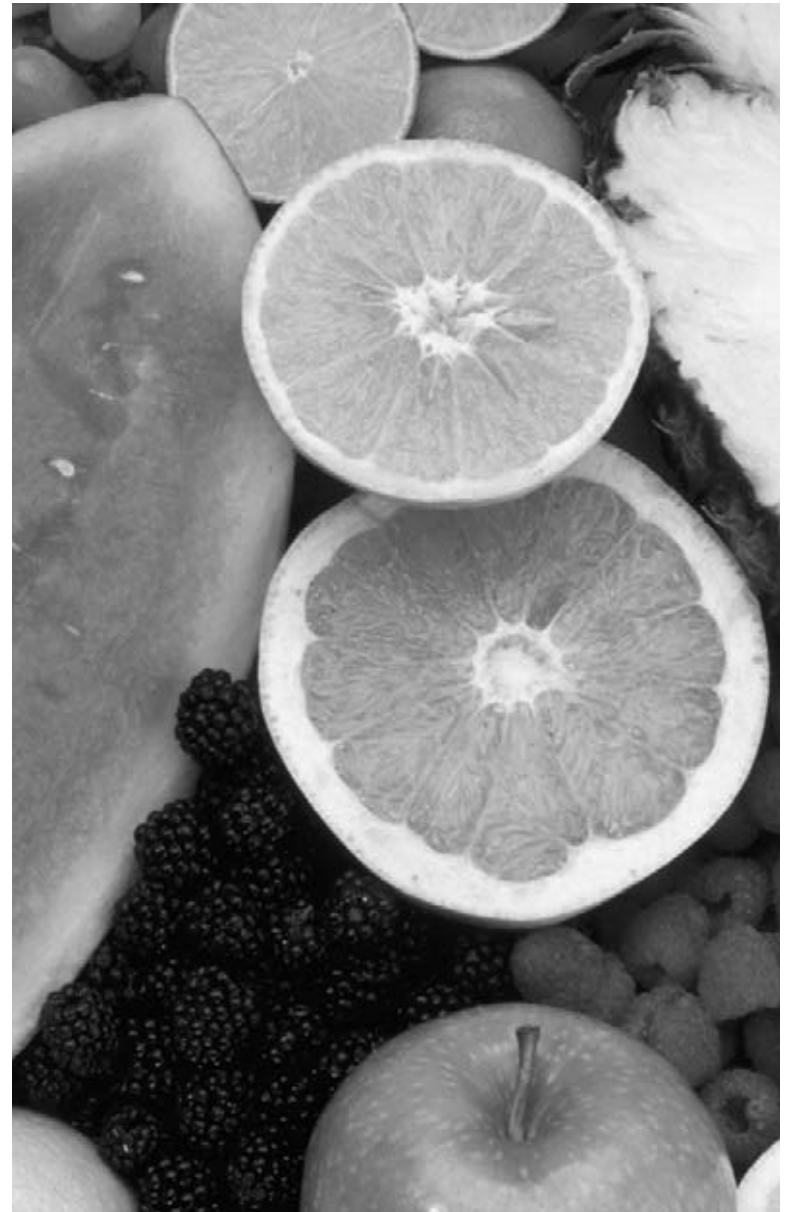
This is an apple.



This is an orange.



This is a lemon.

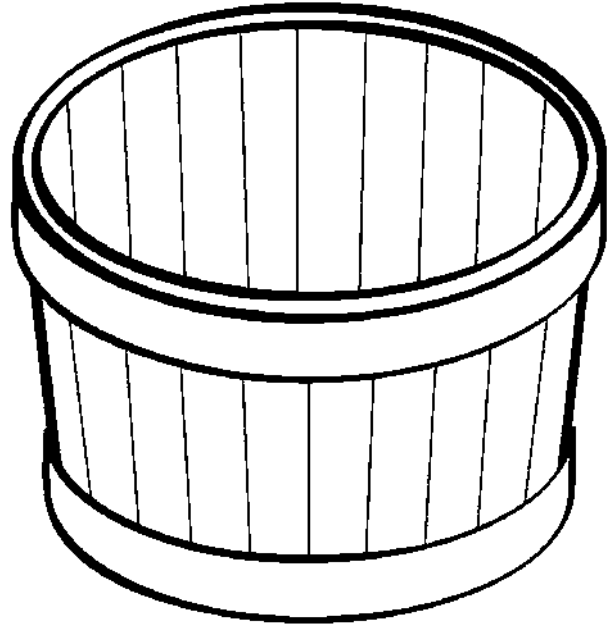
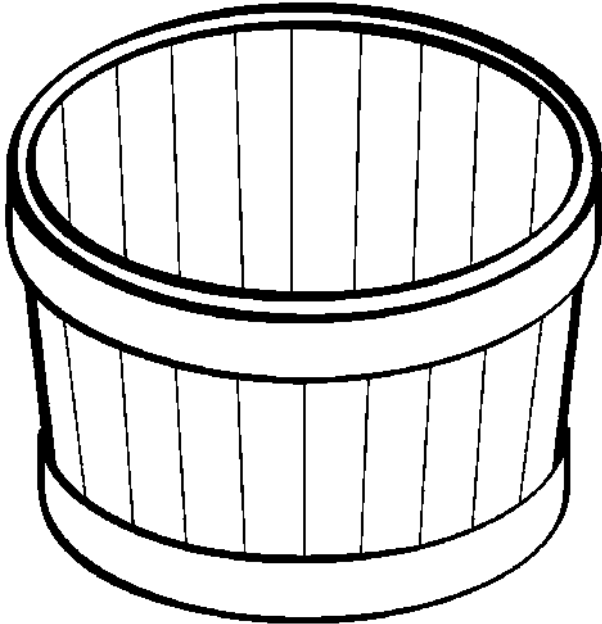


This is fruit.

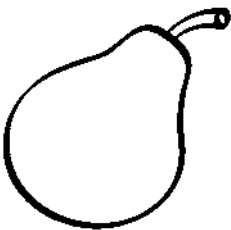
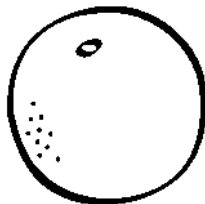
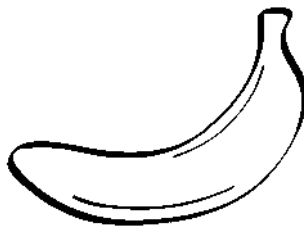
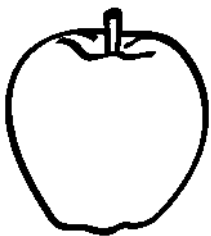
Name _____

Fruit you peel.

Fruit you do not peel.



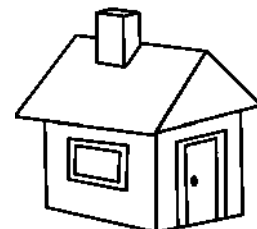
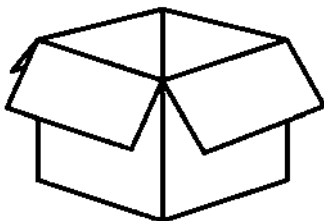
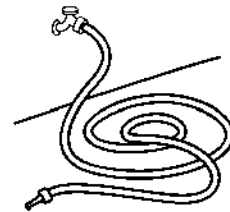
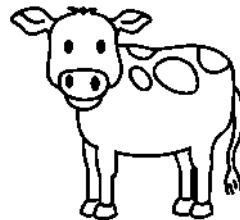
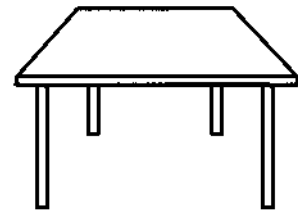
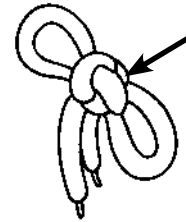
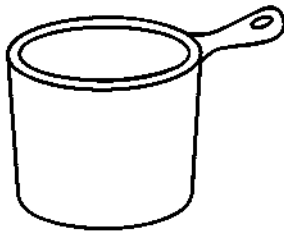
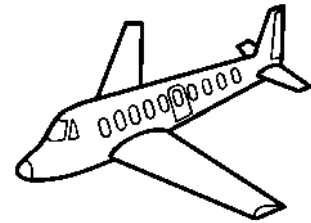
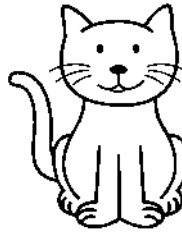
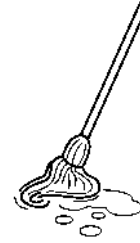
FRUIT • LEVEL A • 1



SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Identify each fruit with students. Have them draw a line from each picture to the correct basket.

Name _____

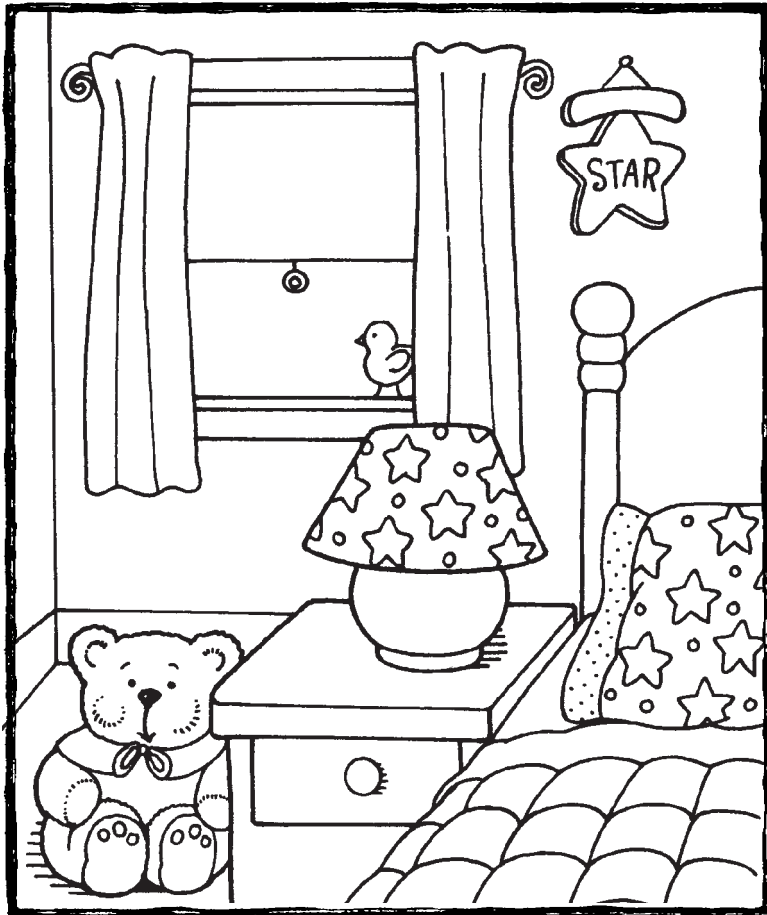


INSTRUCTIONS: Identify the name of each picture with students. Have them circle the pictures in each row that rhyme.

My Room

A Reading A-Z Level A Leveled Reader

Word Count: 32

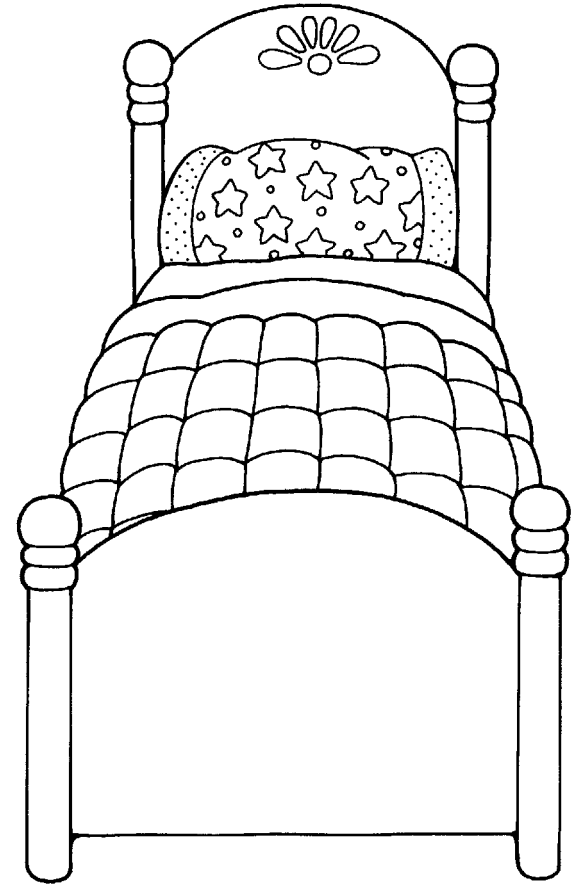


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LEVELED READER • A

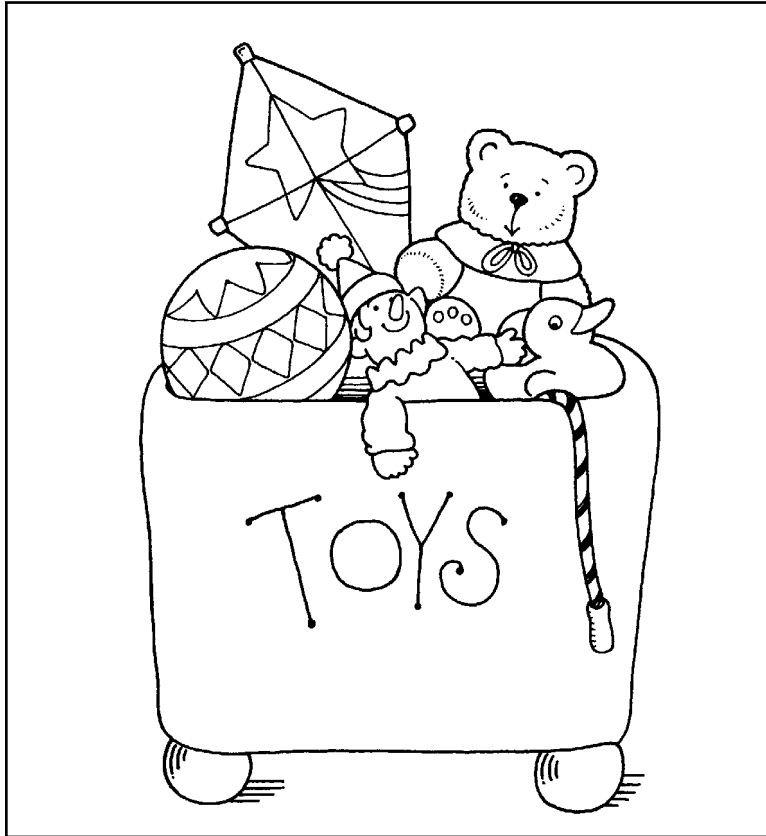
My Room



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My Room



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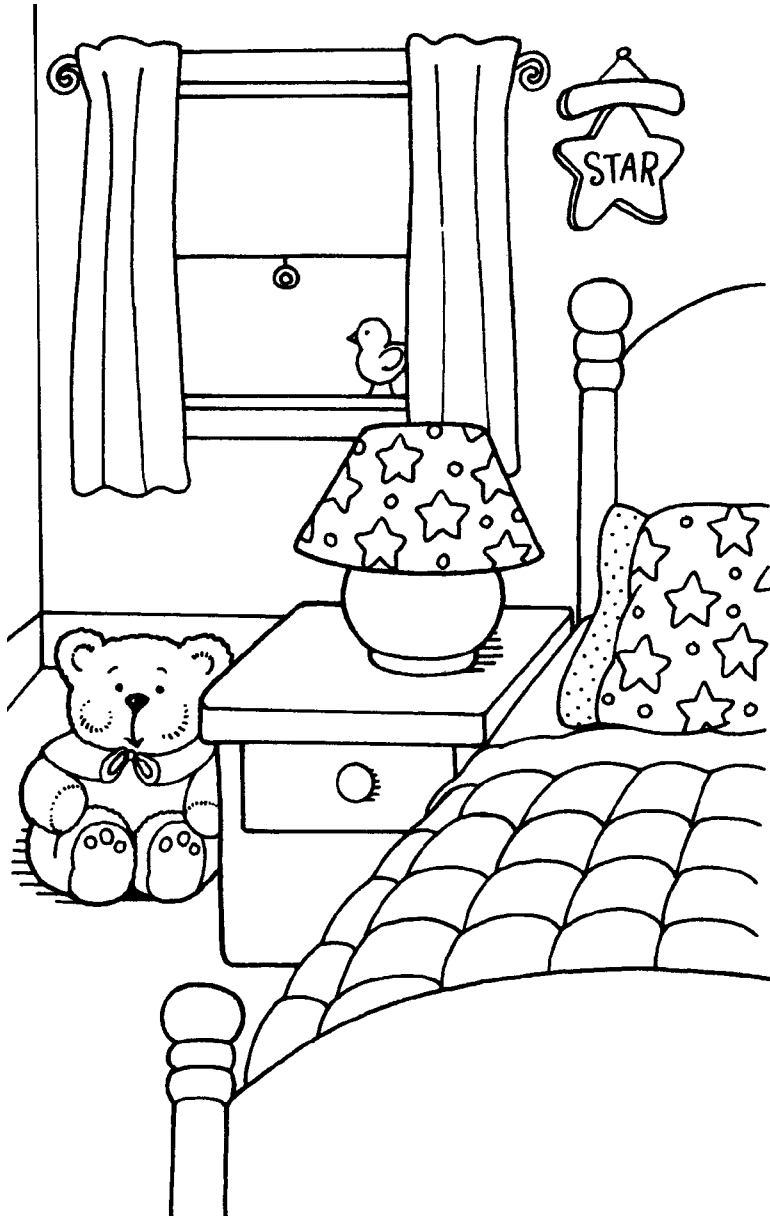
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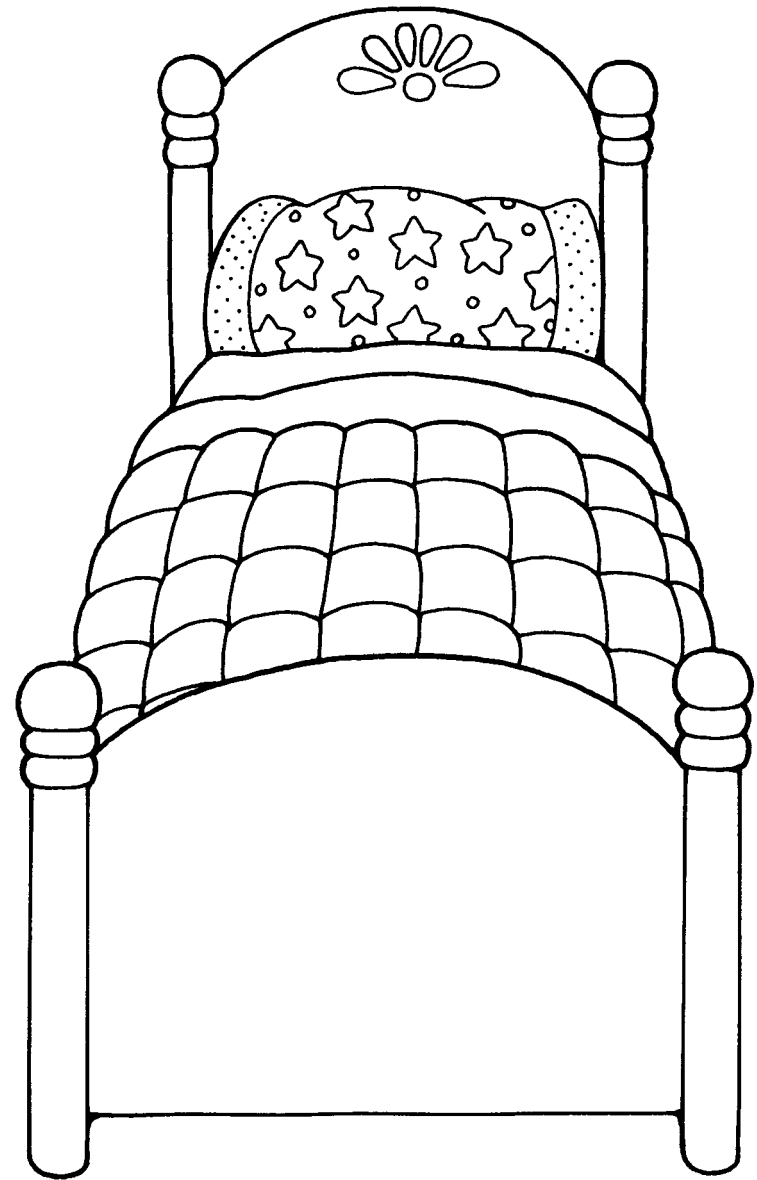
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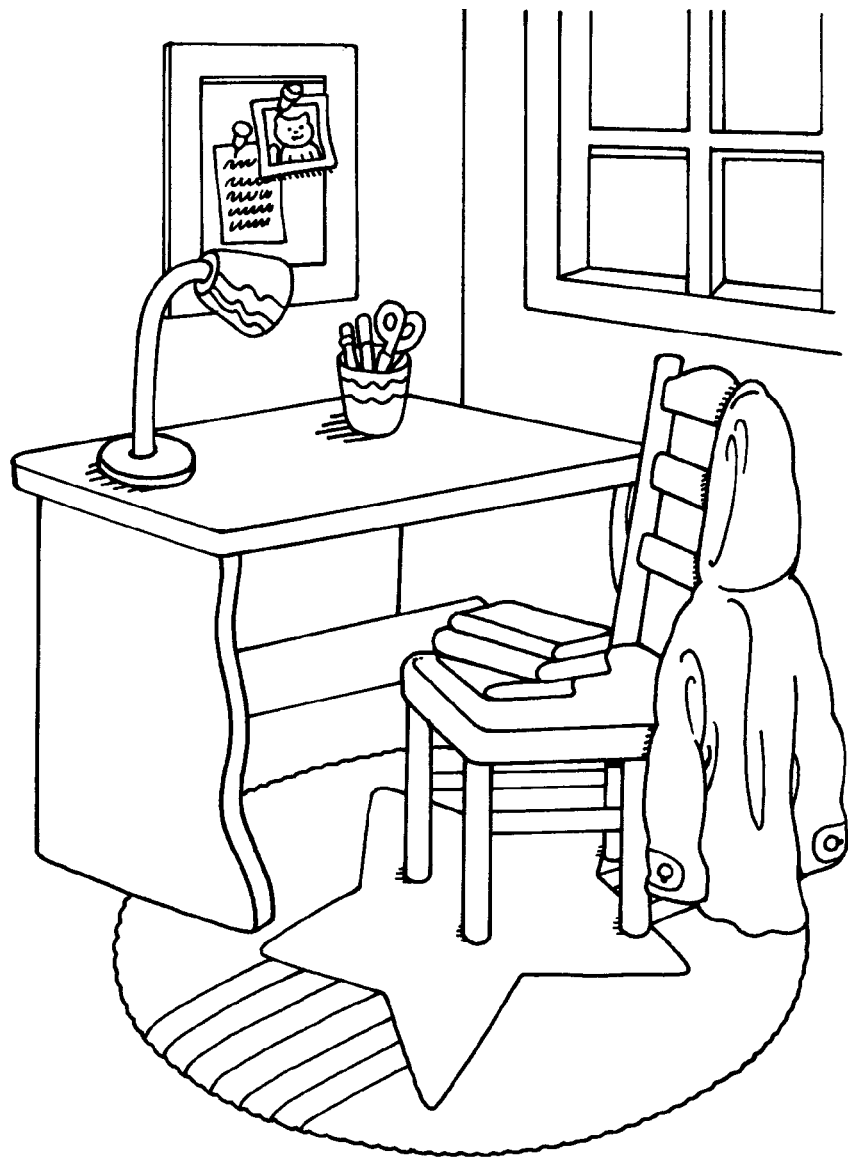
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



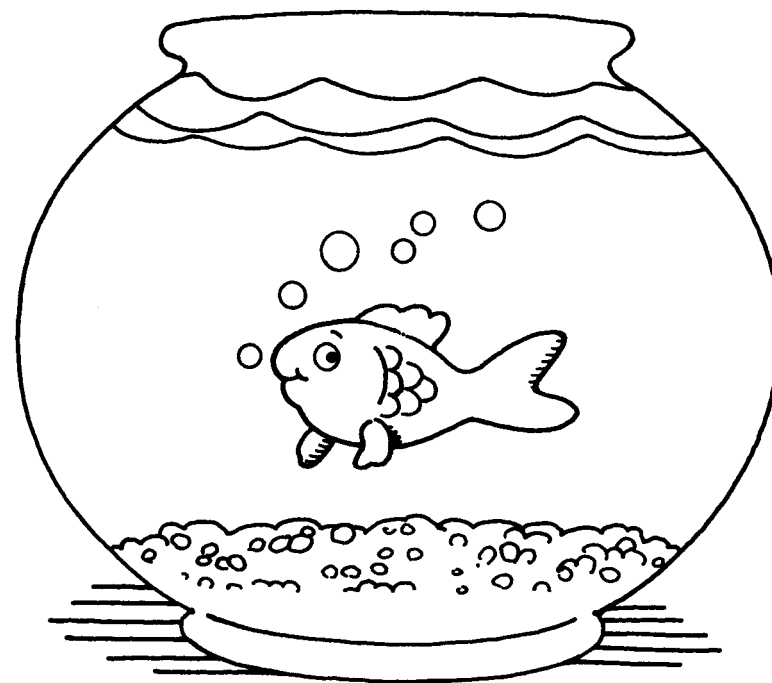
Here is my room.



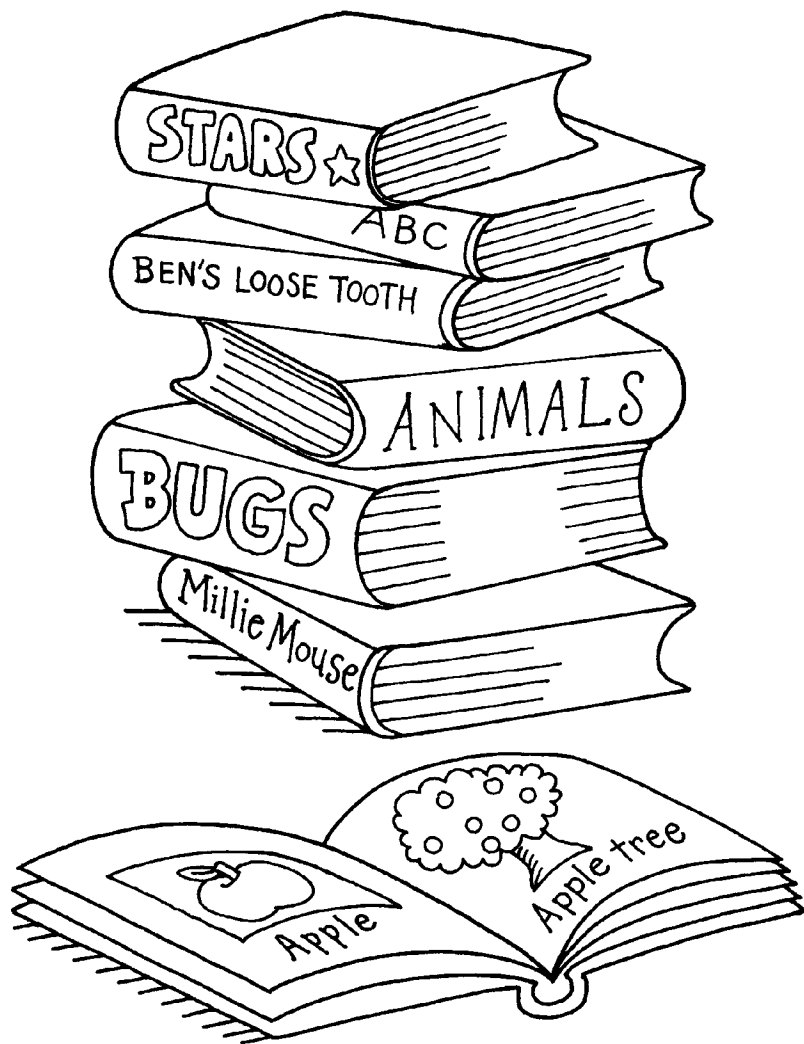
Here is my bed.



Here is my desk.



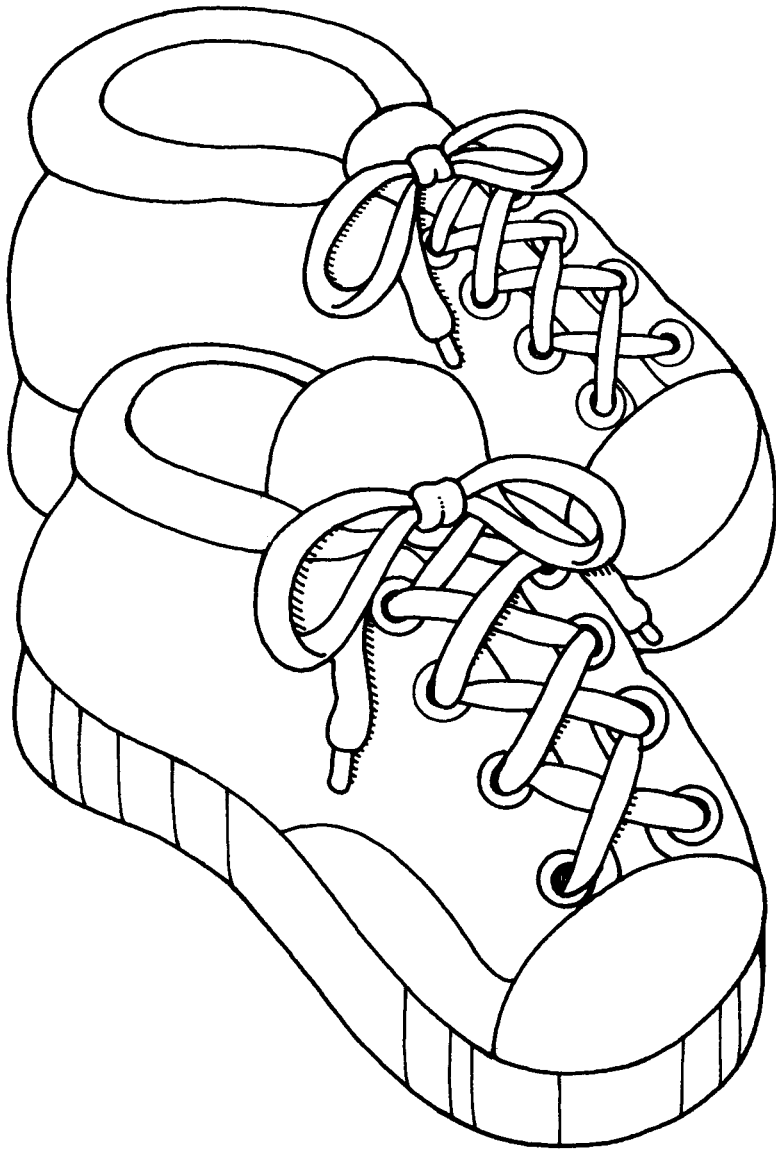
Here is my fish.



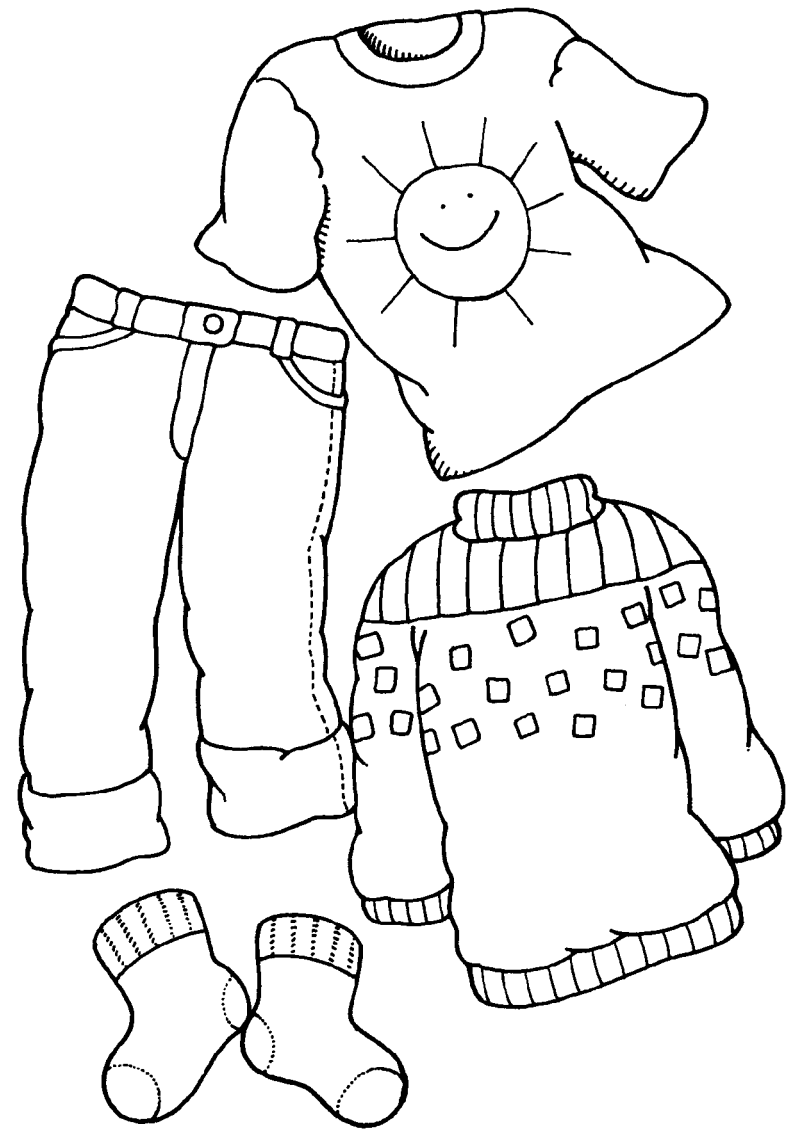
Here are my books.



Here are my toys.

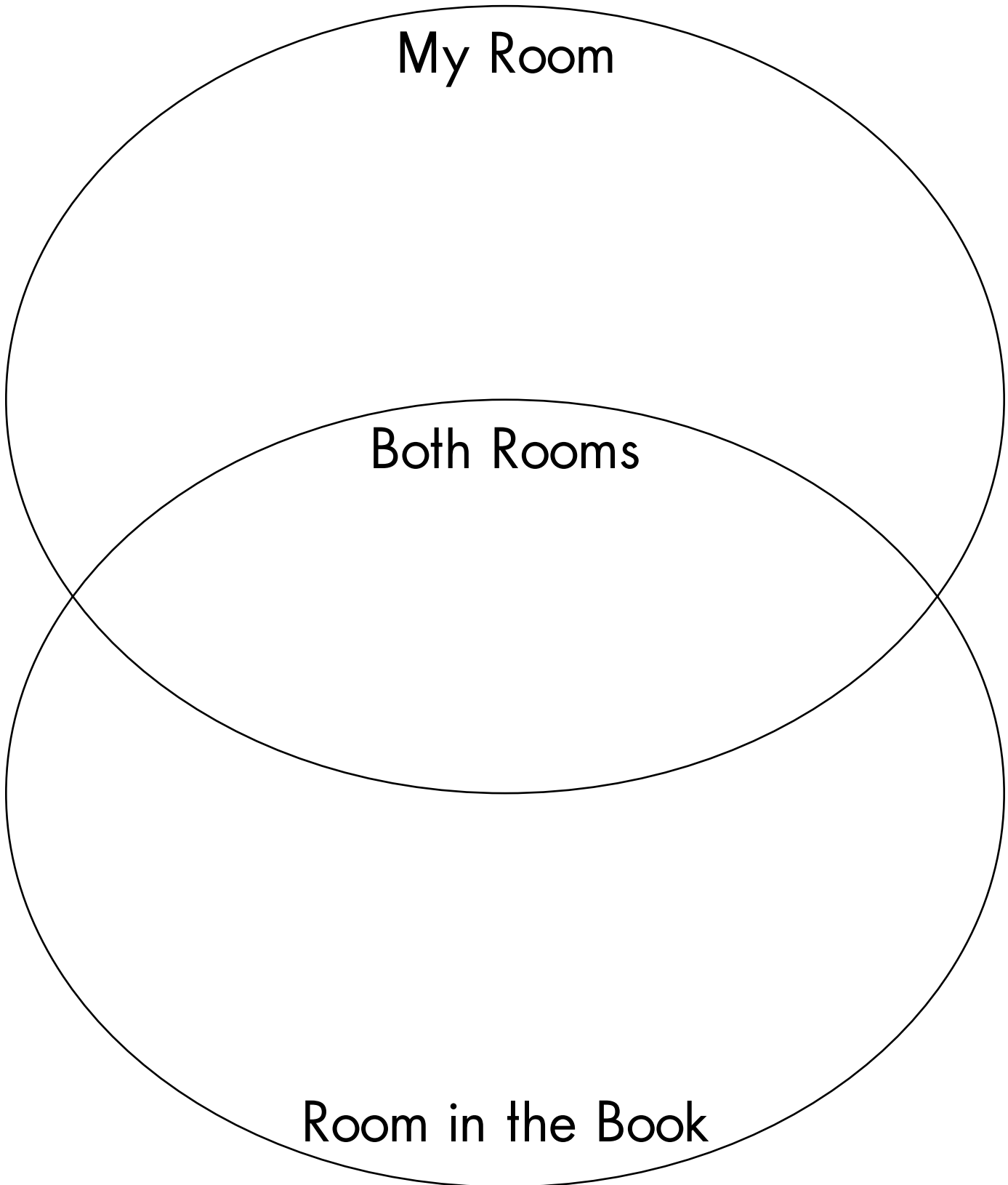


Here are my shoes.



Here are my clothes.

Name _____

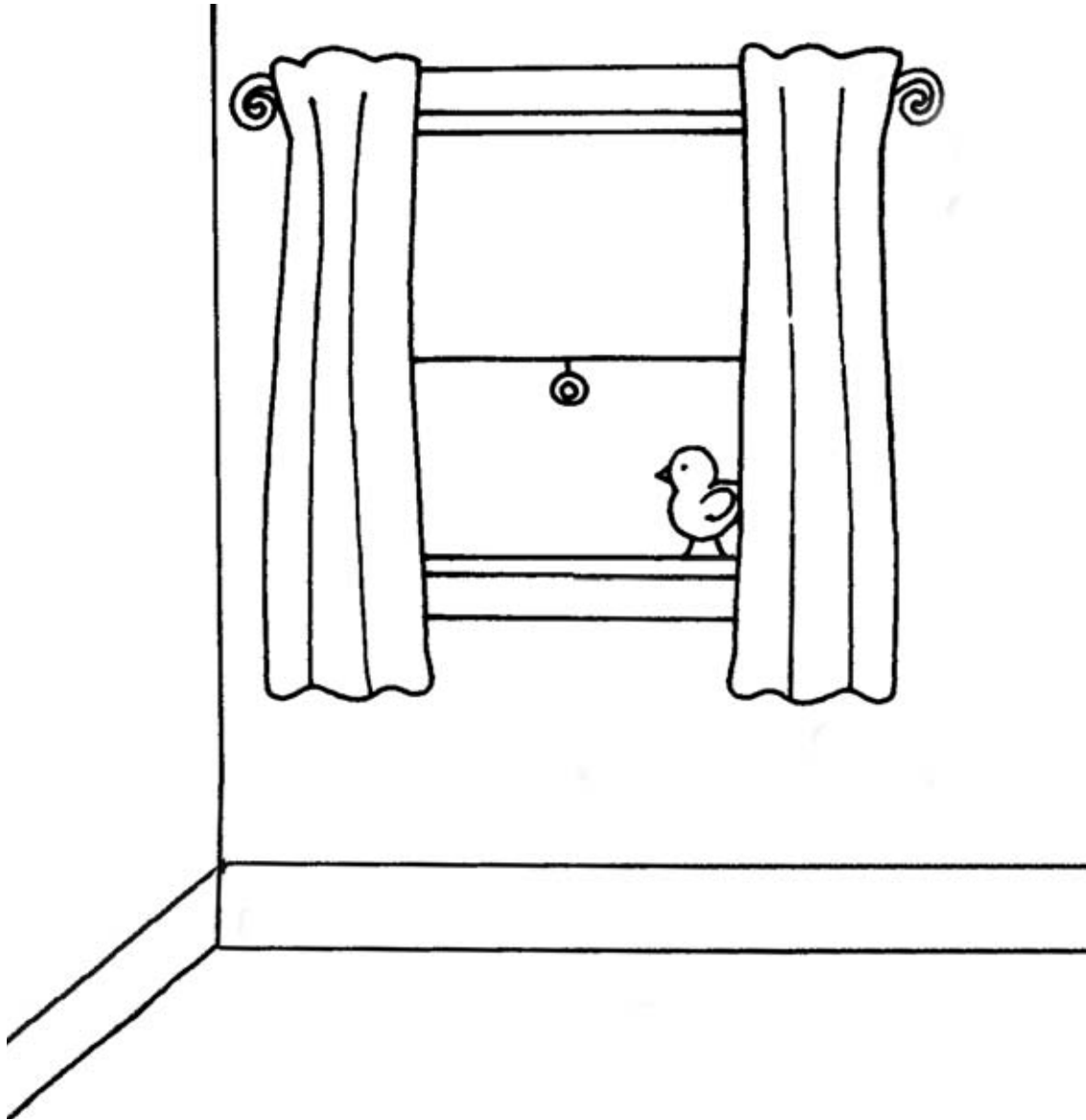


MY ROOM • LEVEL A • 1

SKILL: COMPARE AND CONTRAST

INSTRUCTIONS: Have students draw and label objects in their room but not in the room in the book in the top circle. Have them draw and label objects that are in the book but not in their room in the bottom circle. Have them draw and label objects that are in both rooms where the circles overlap.

Name _____

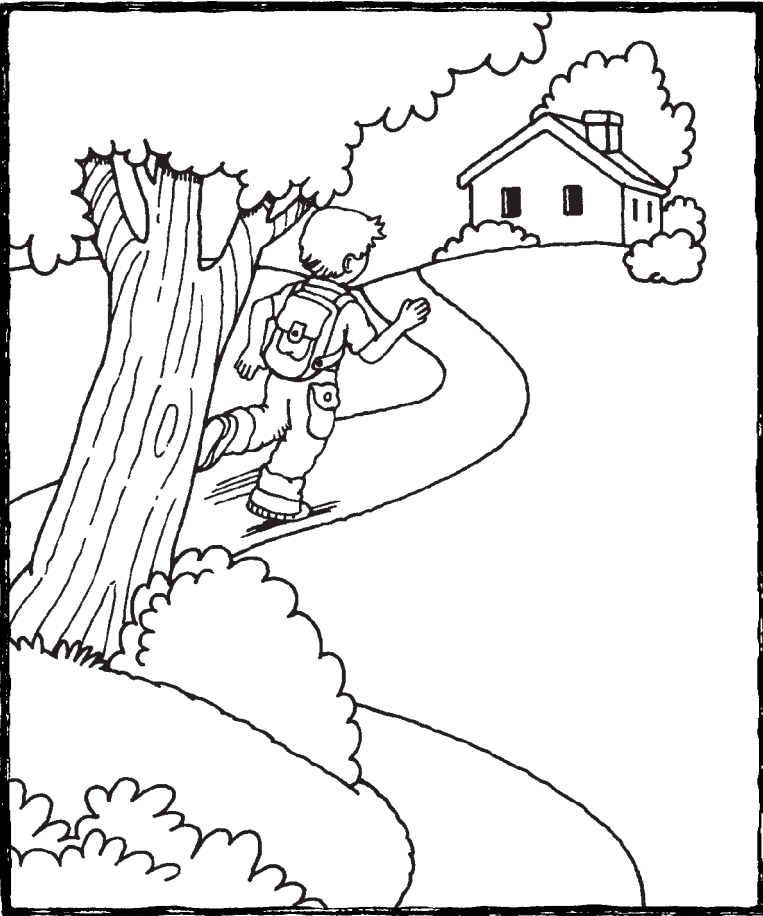


INSTRUCTIONS: Have students decorate the room by drawing and labeling four objects that start with the /r/ sound.

He Runs

A Reading A-Z Level A Leveled Reader

Word Count: 38

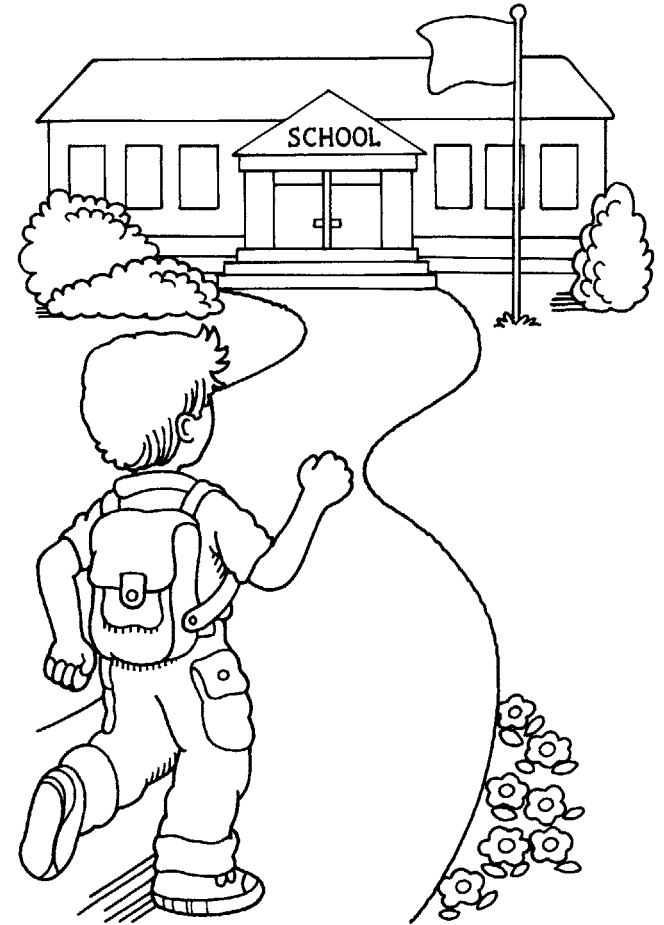


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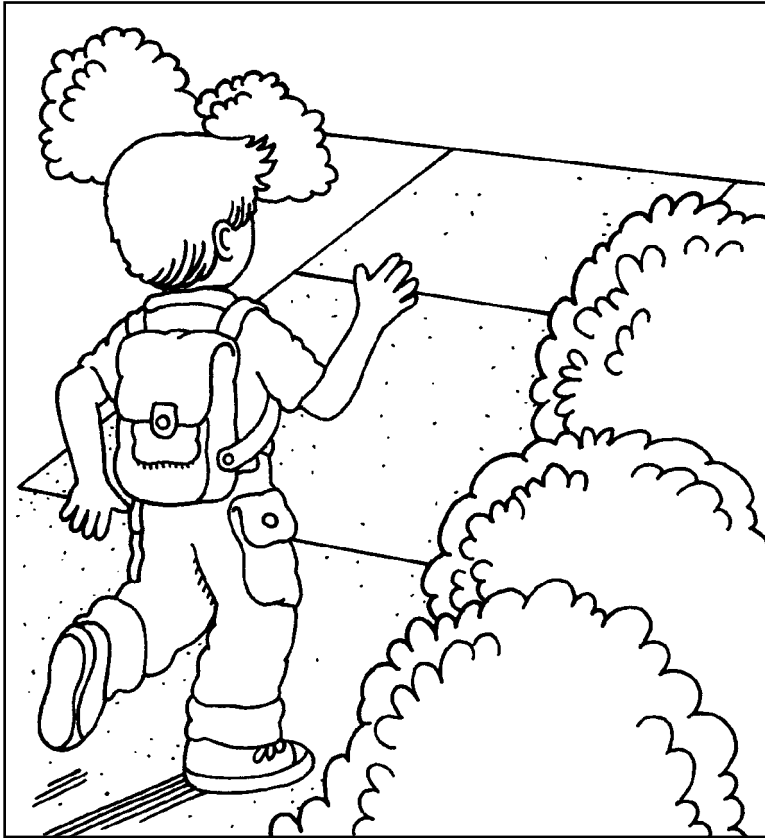
He Runs



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He Runs



Written by Ned Jensen
Illustrated by Darcy Tom

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He Runs
Level A Leveled Reader
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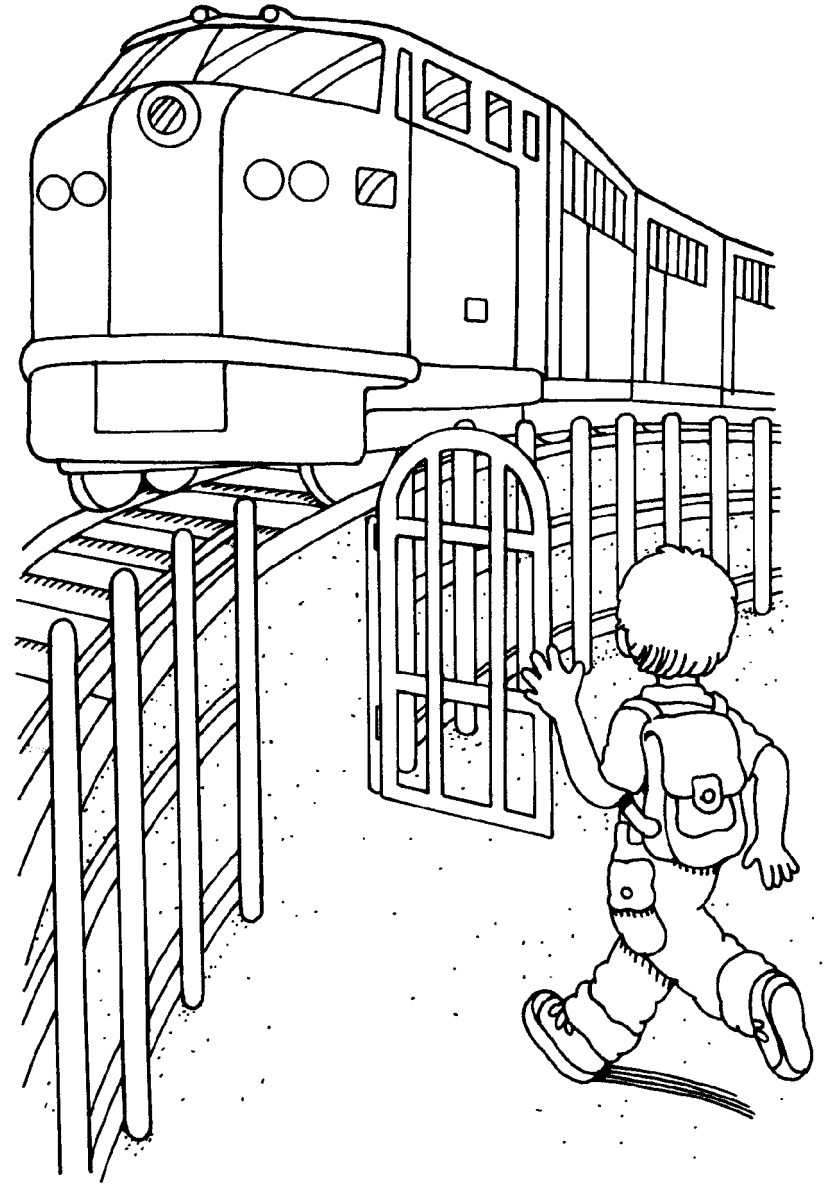
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Correlation

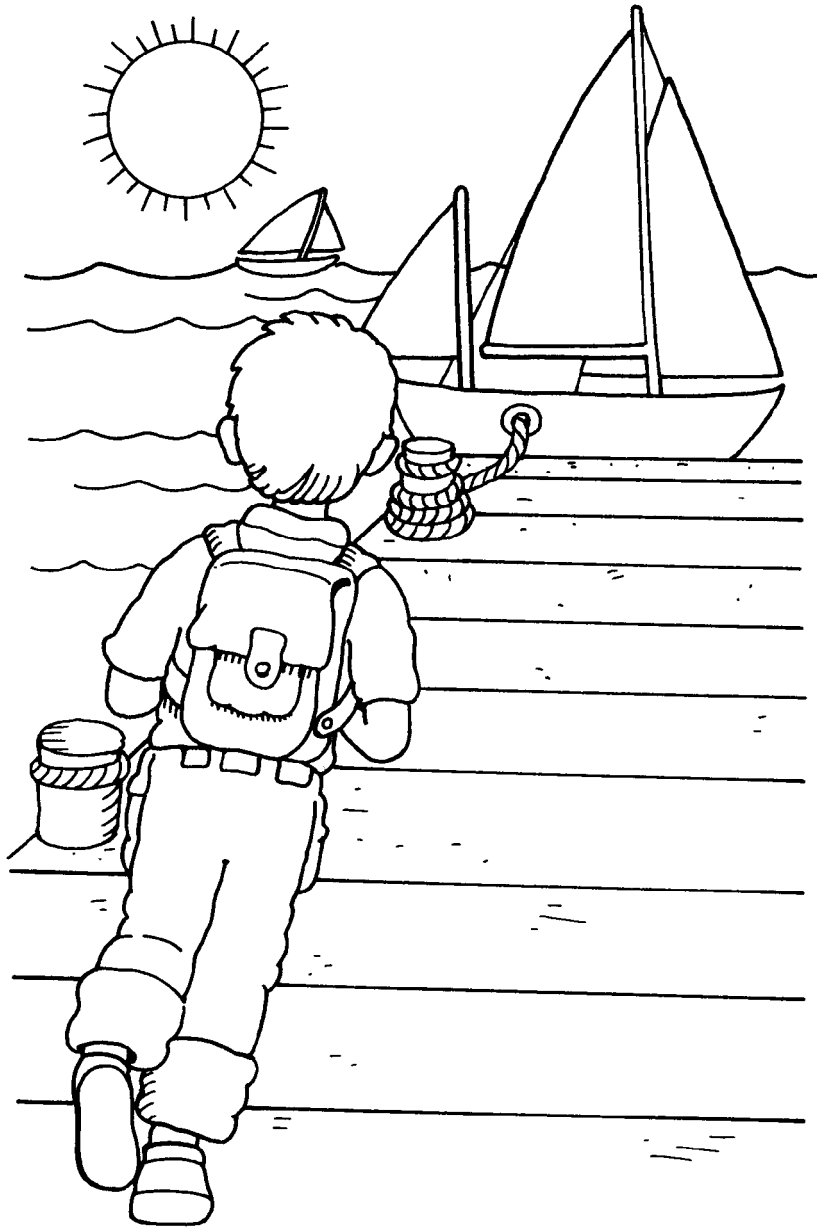
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



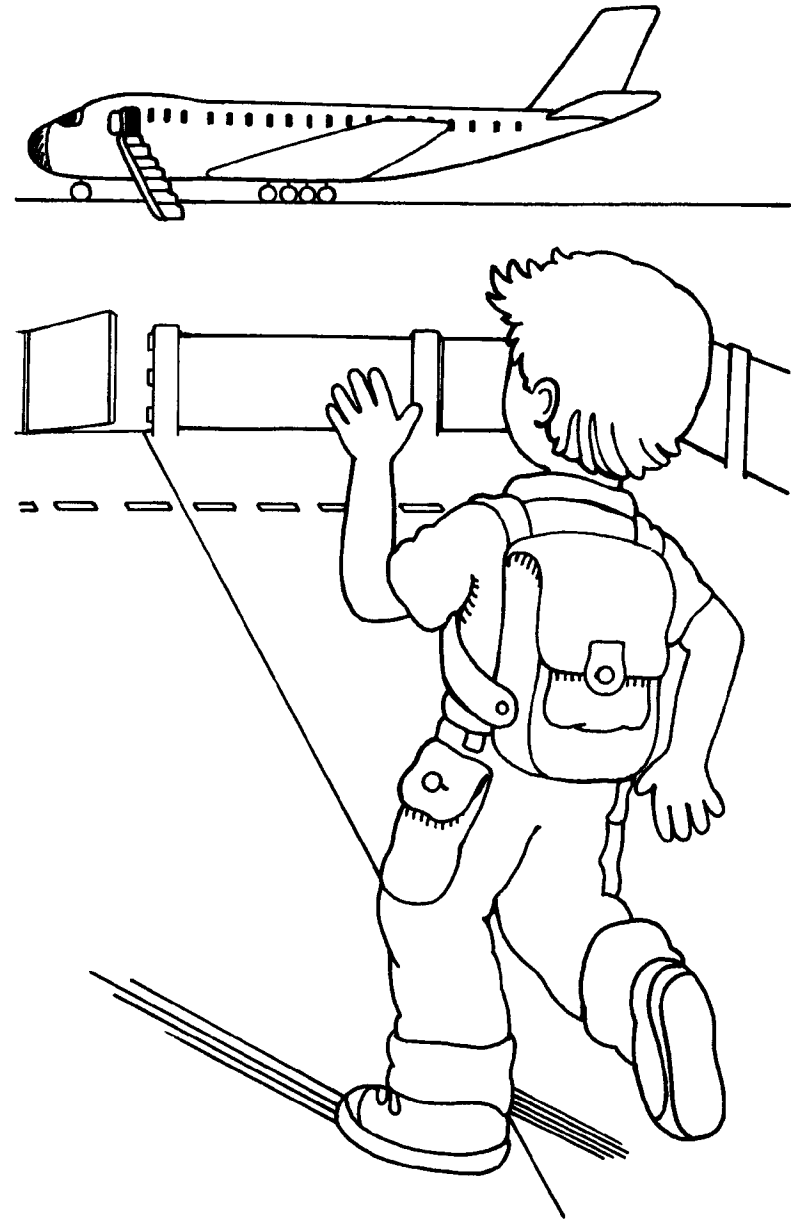
He runs to the bus.



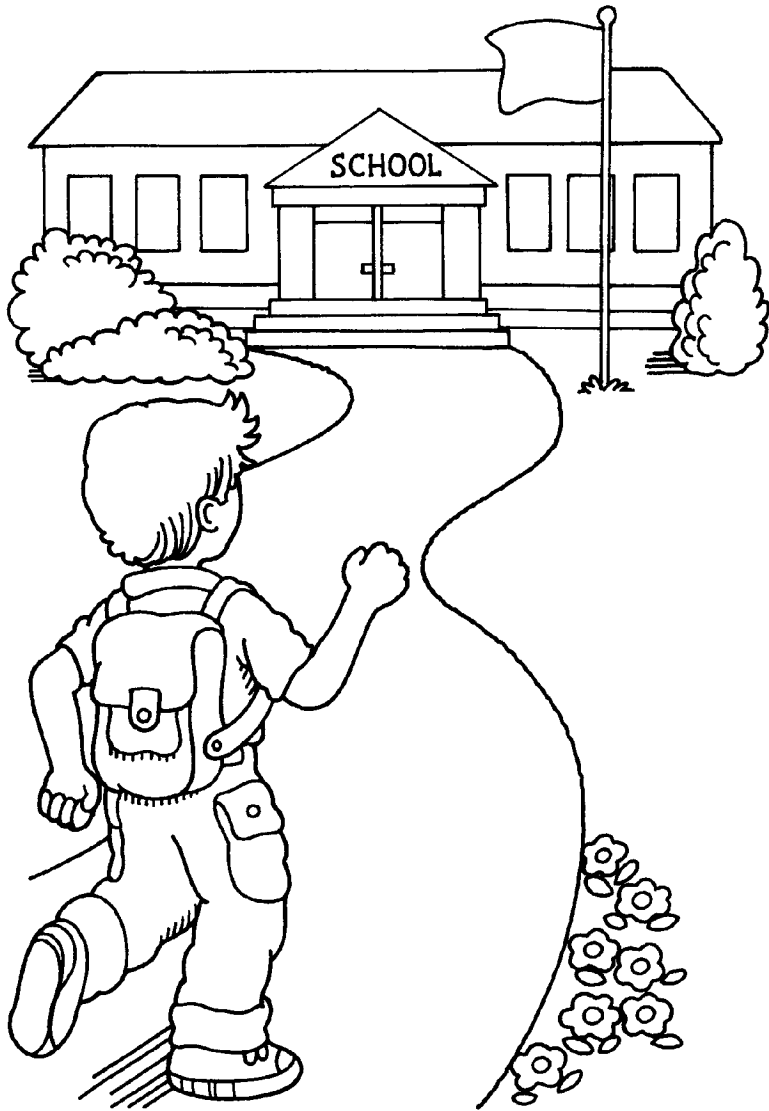
He runs to the train.



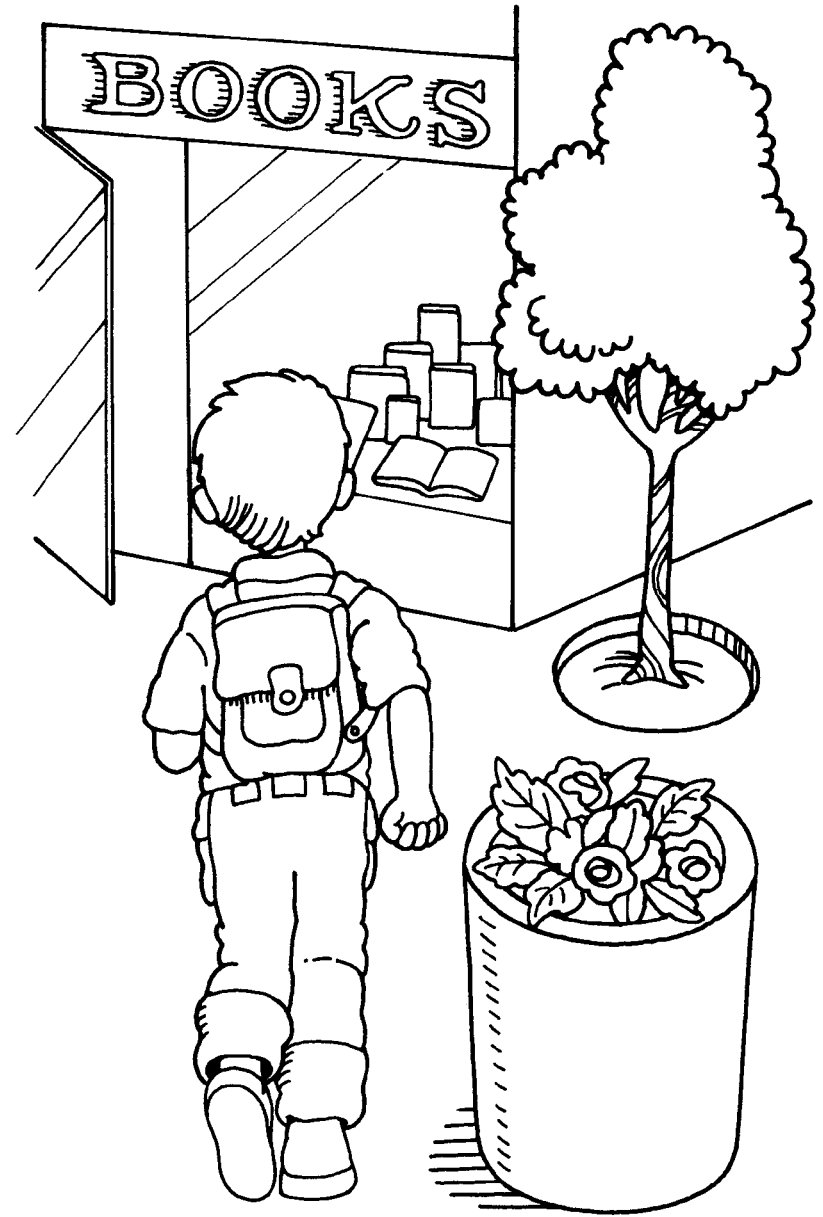
He runs to the boat.



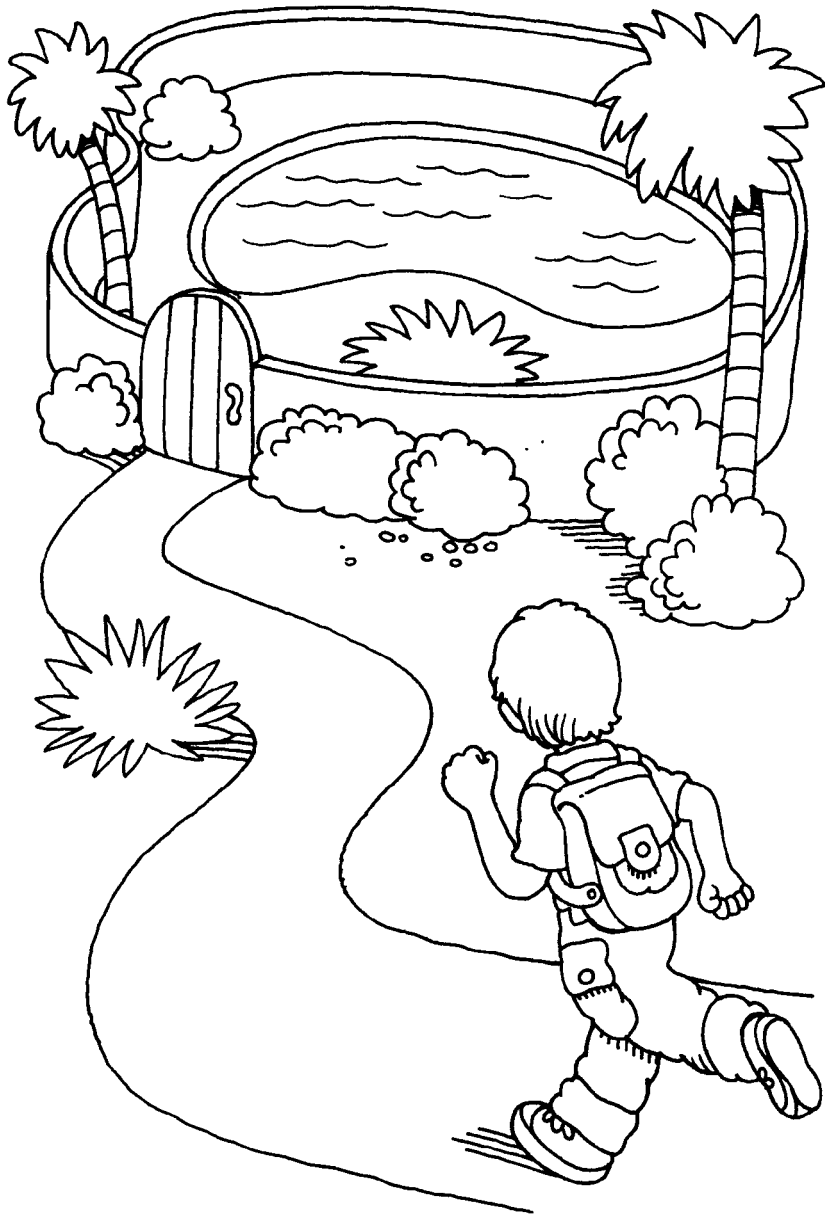
He runs to the plane.



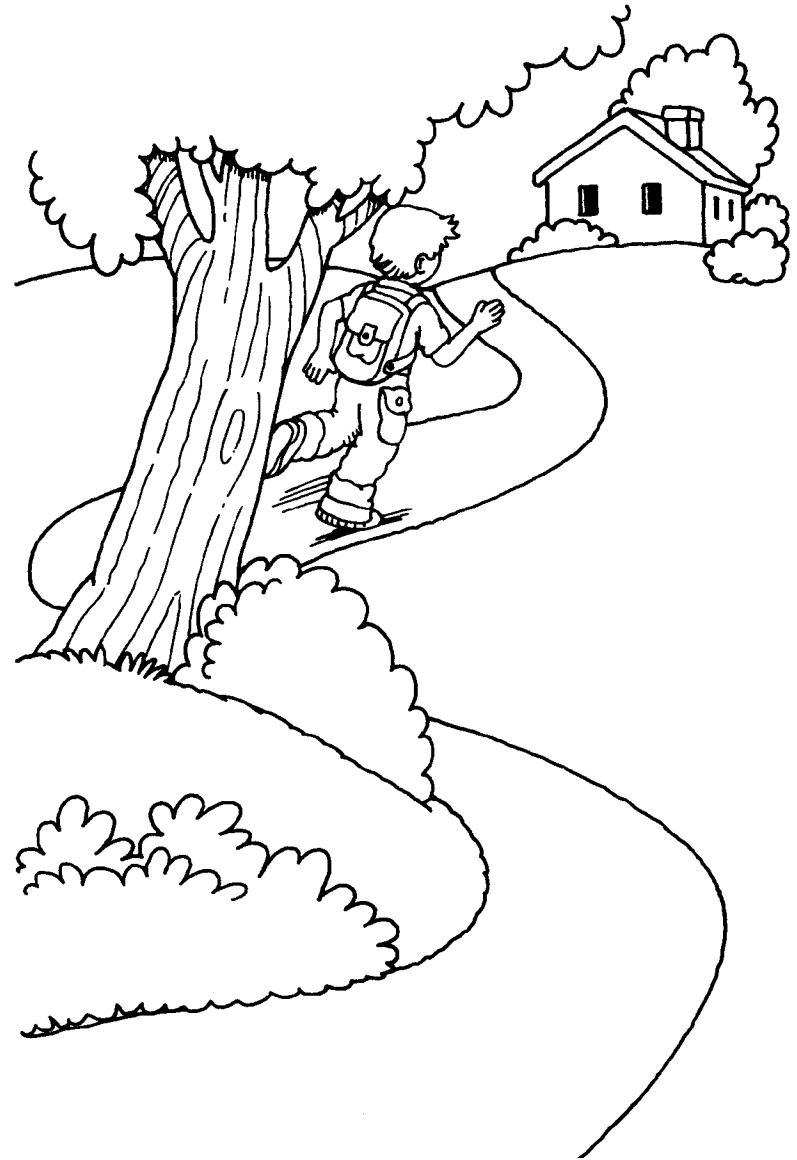
He runs to the school.



He runs to the store.

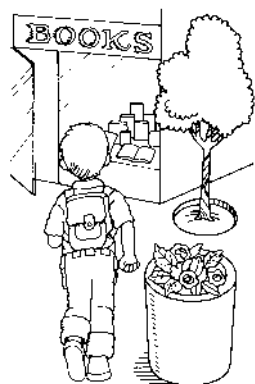


He runs to the pool.

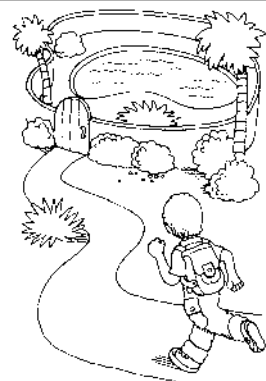


He runs home.

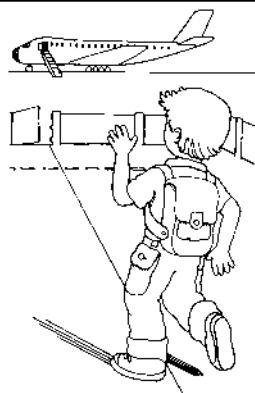
Name _____



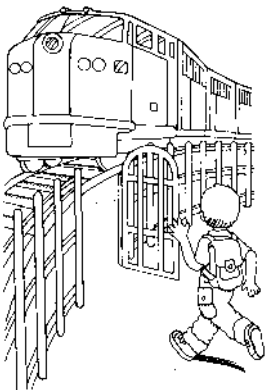
What might he do at the store?



What might he do at the pool?



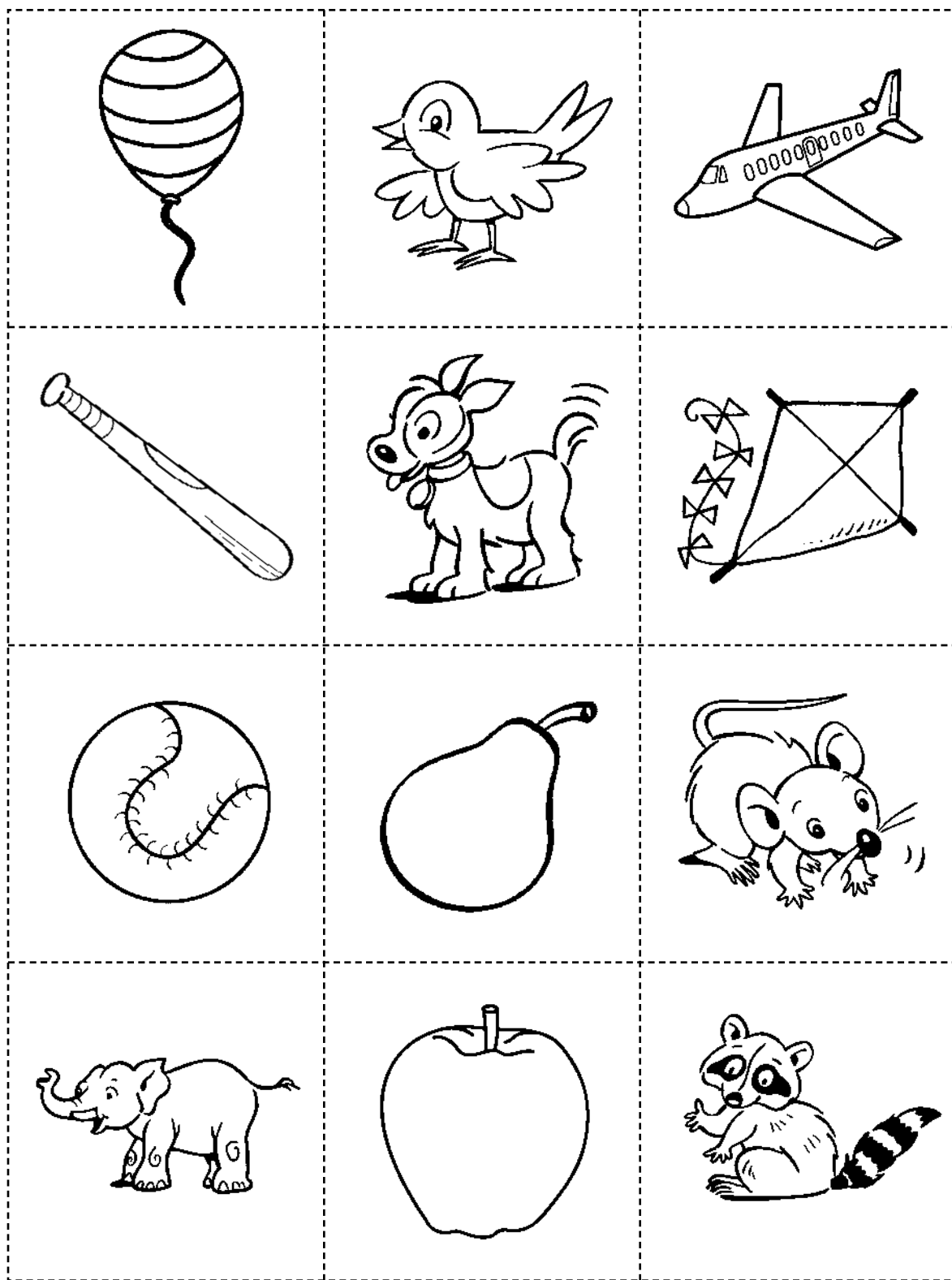
What might he do at the plane?



What might he do at the train?

INSTRUCTIONS: Read the questions with students. Tell them to make an inference about what the boy might do in each situation based on prior knowledge. Have them draw their inferences under each question.

Name _____



INSTRUCTIONS: Identify each picture with students. Have students cut out the pictures and then sort them into groups. Have them explain how they sorted the pictures.

Baby Animals

A Reading A-Z Level A Leveled Reader

Word Count: 32

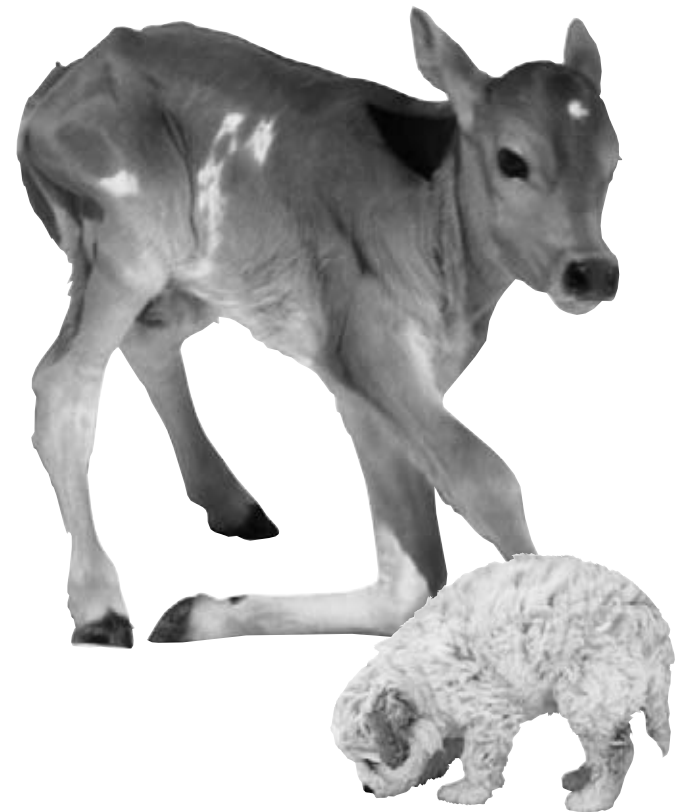


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LEVELED READER • A

Baby Animals

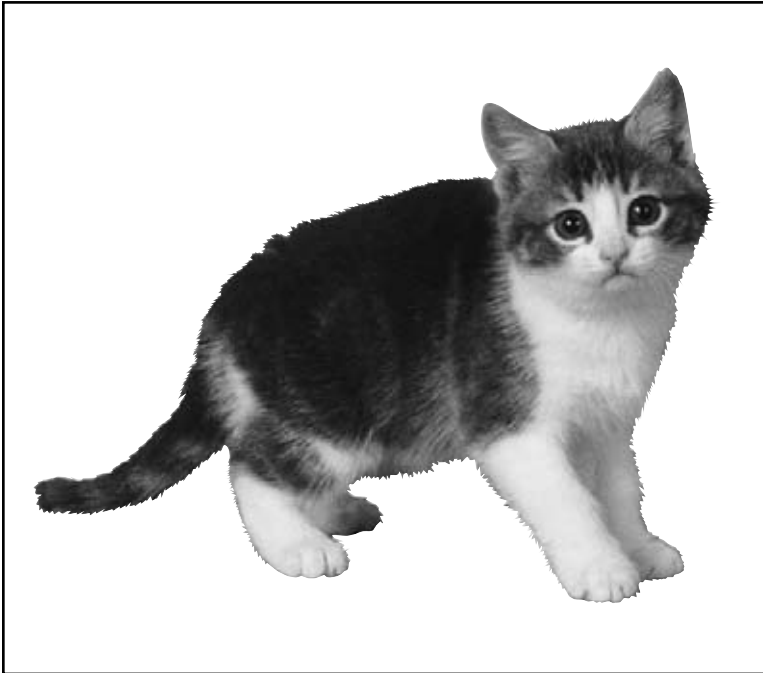


Written by Cheryl Ryan

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Baby Animals

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LEVEL A

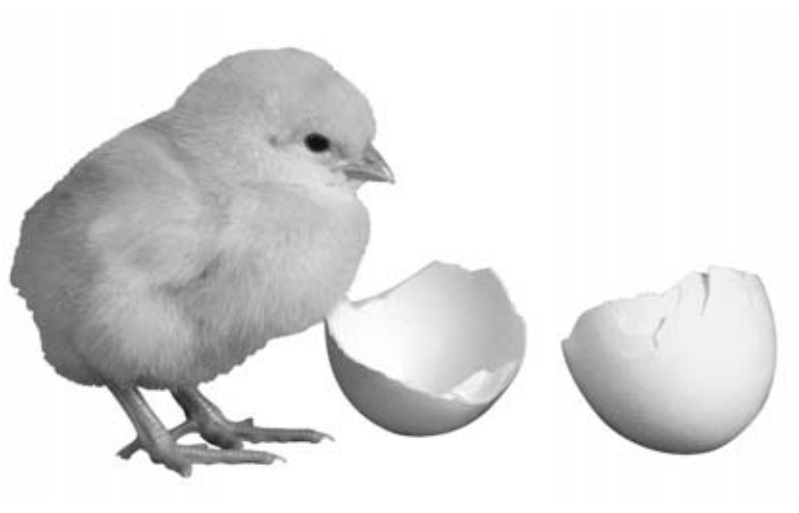
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



This is a kitten.



This is a puppy.



This is a chick.



This is a cub.



This is a calf.



This is a kid.

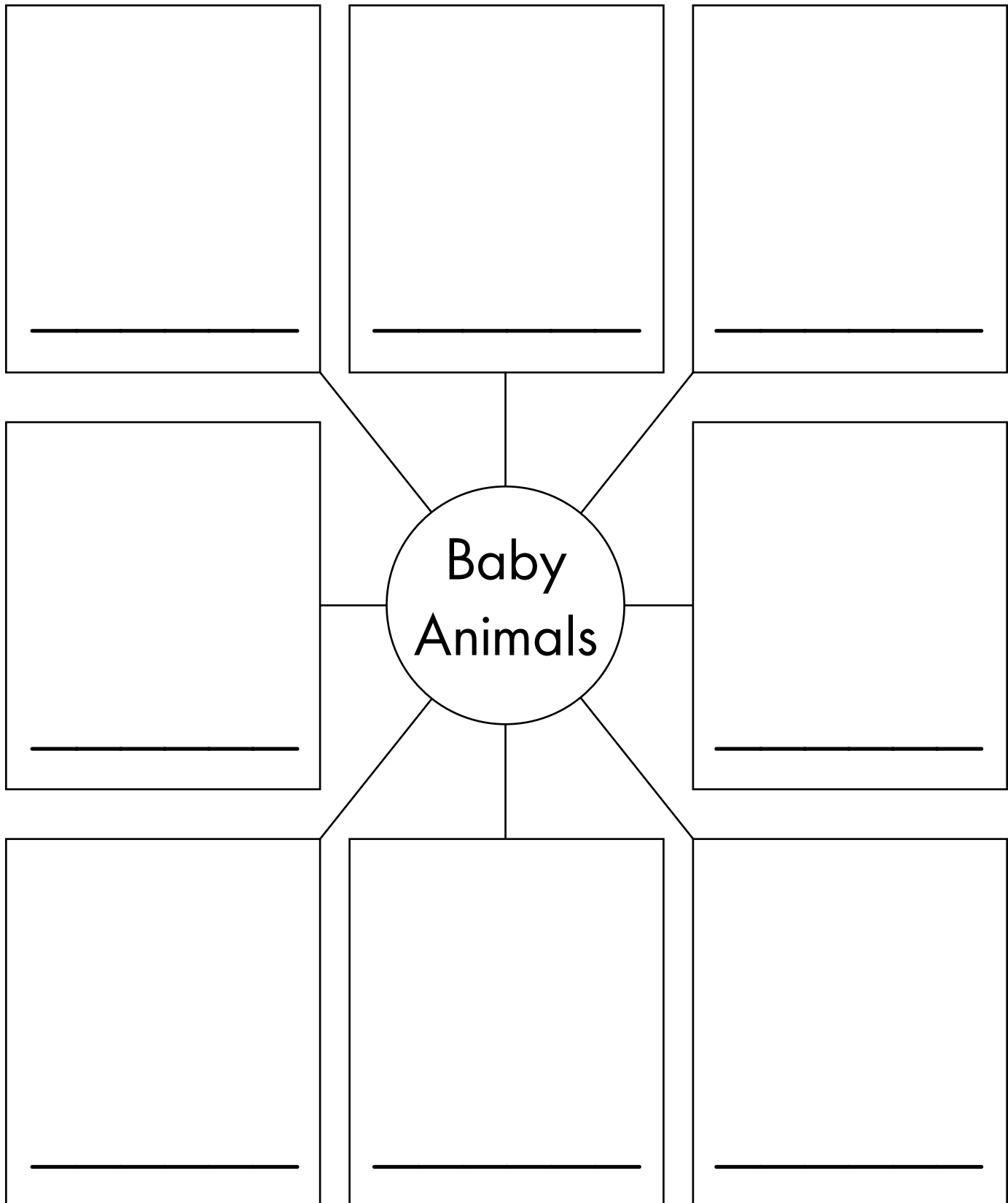


This is a lamb.



This is a foal.

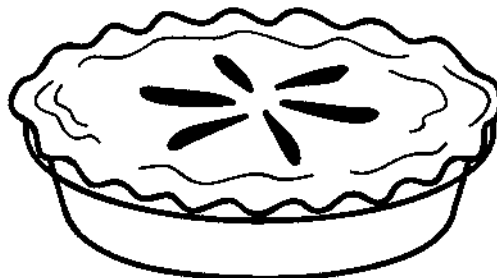
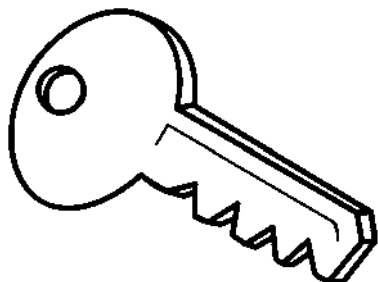
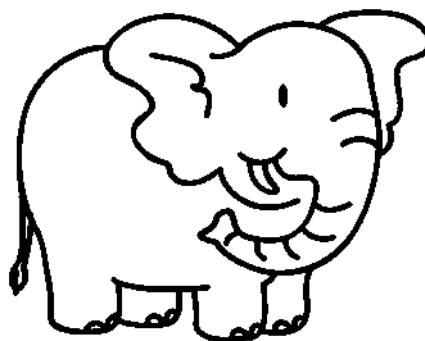
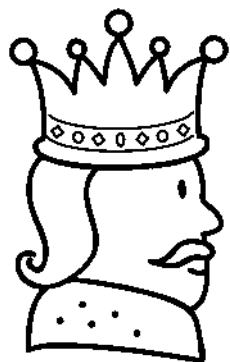
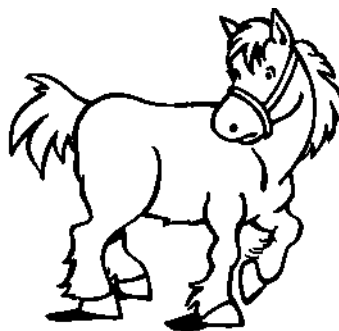
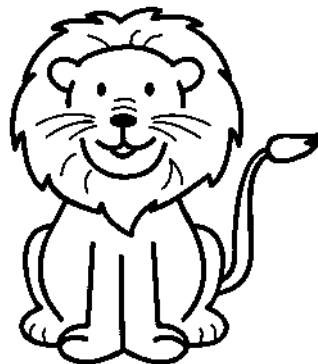
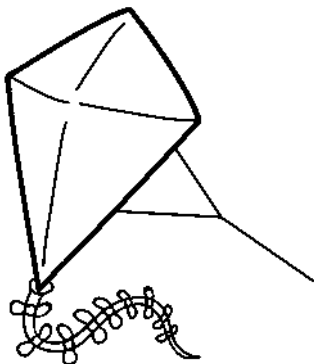
Name _____



Baby
Animals

INSTRUCTIONS: Have students write the names of the baby animals onto the worksheet and draw a small picture to go with each name.

Name _____



INSTRUCTIONS: Make copies of the picture cards, cut them out, and use them for sorting.

Name _____

a puppy is a baby dog

a kid is a baby goat

this foal is a baby horse

this calf is a baby cow

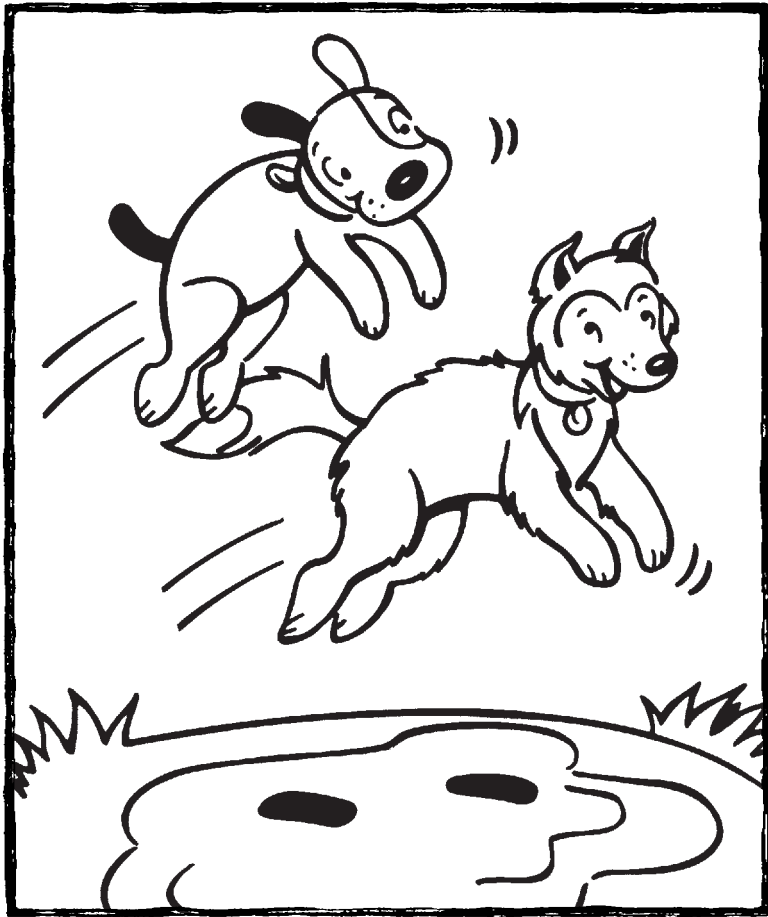
baby lions are cubs

INSTRUCTIONS: Read each sentence aloud. Have students cut out the letters and periods at the bottom of the page. Then have them paste the appropriate letter in the box at the beginning of the sentence and a period in the box at the end of the sentence.

In and Out

A Reading A-Z Level A Leveled Reader

Word Count: 31

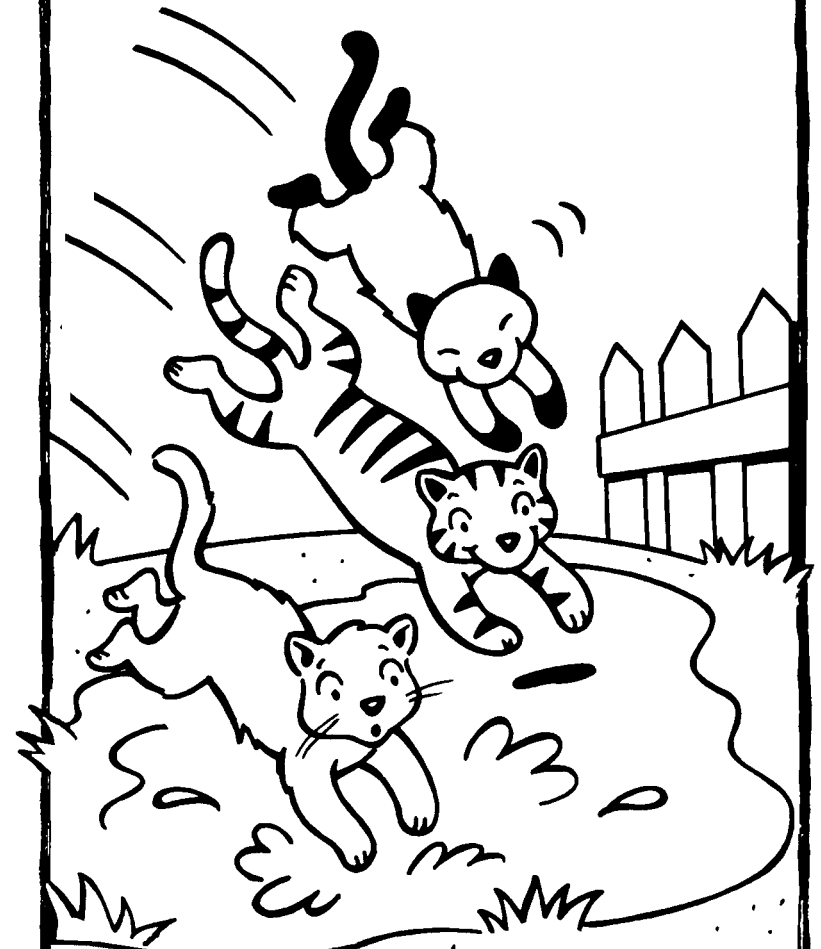



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LEVELED READER • A

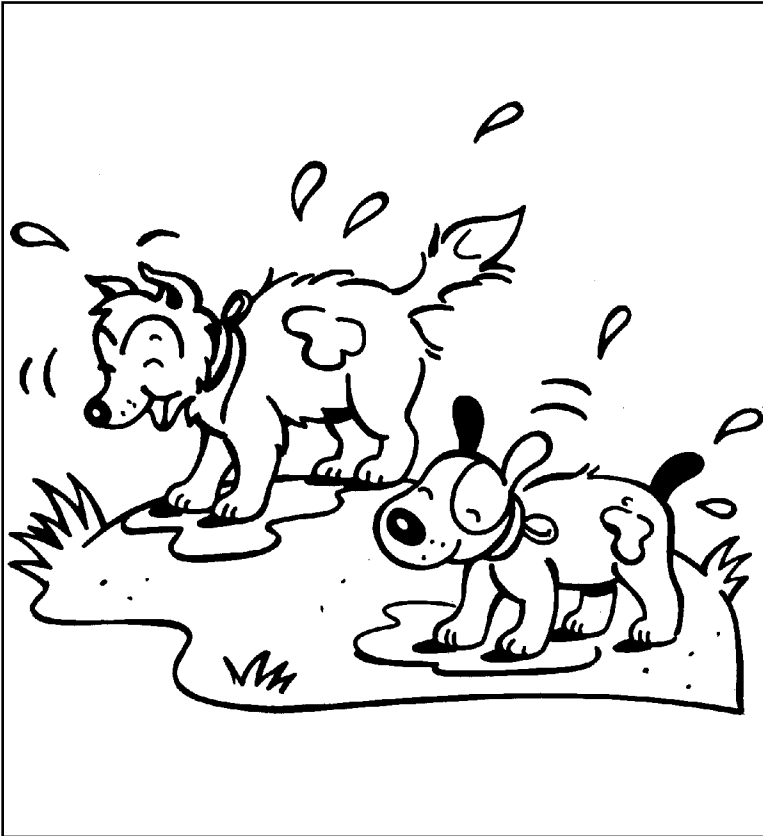
In and Out



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In and Out



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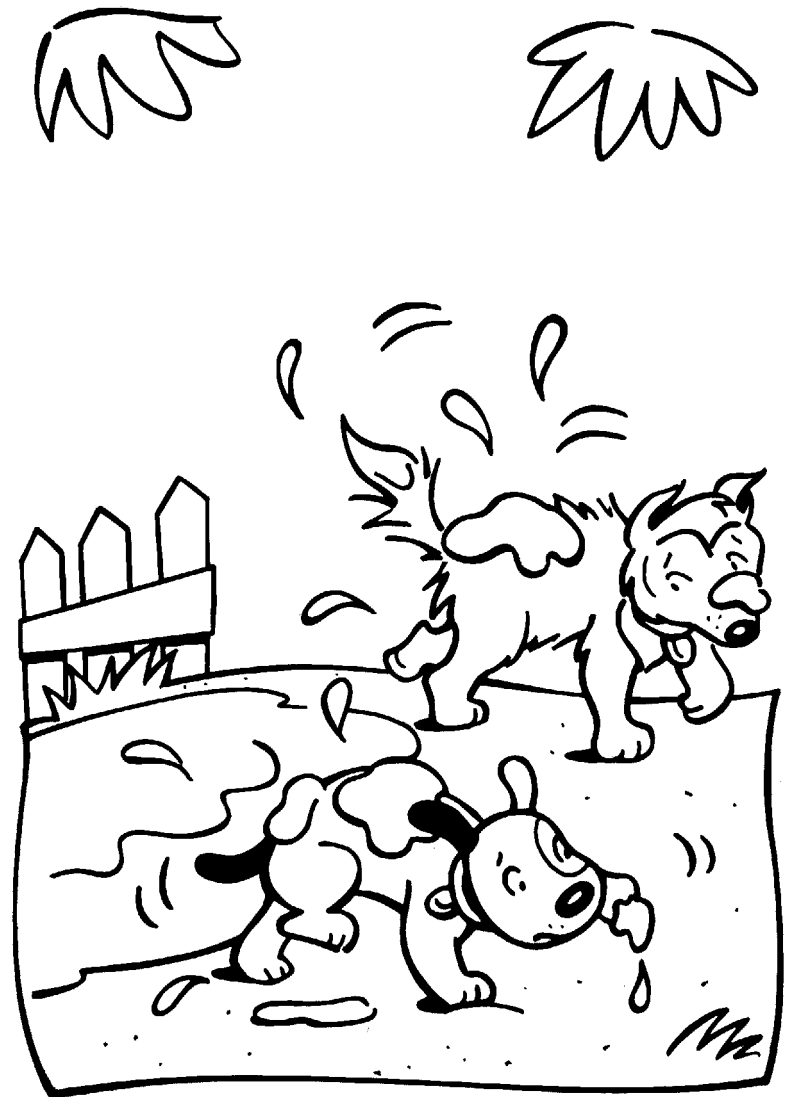
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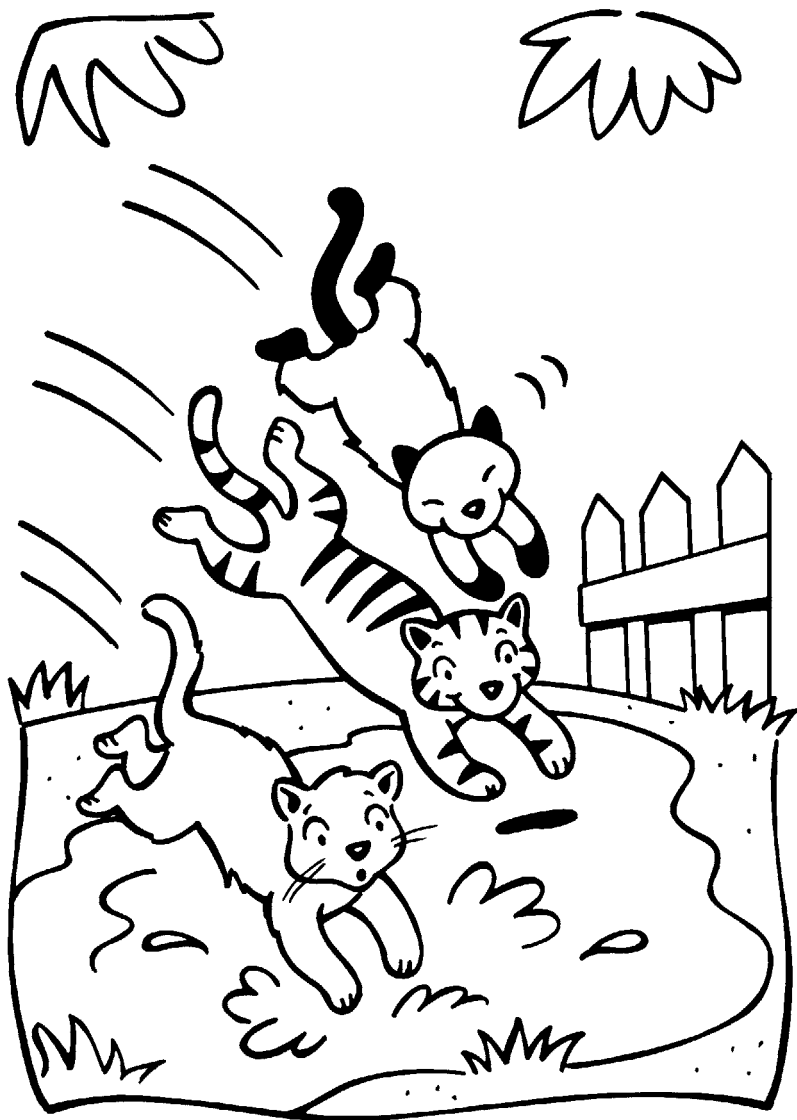
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The dogs go in.



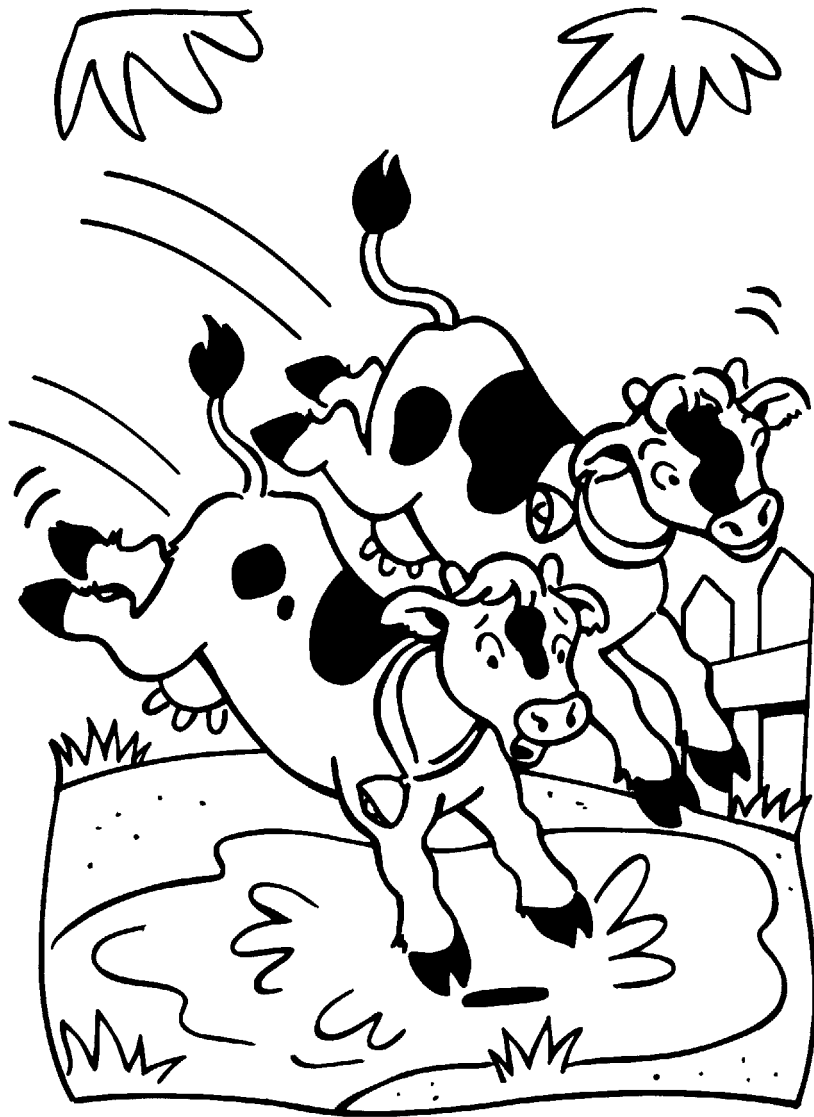
The dogs go out.



The cats go in.



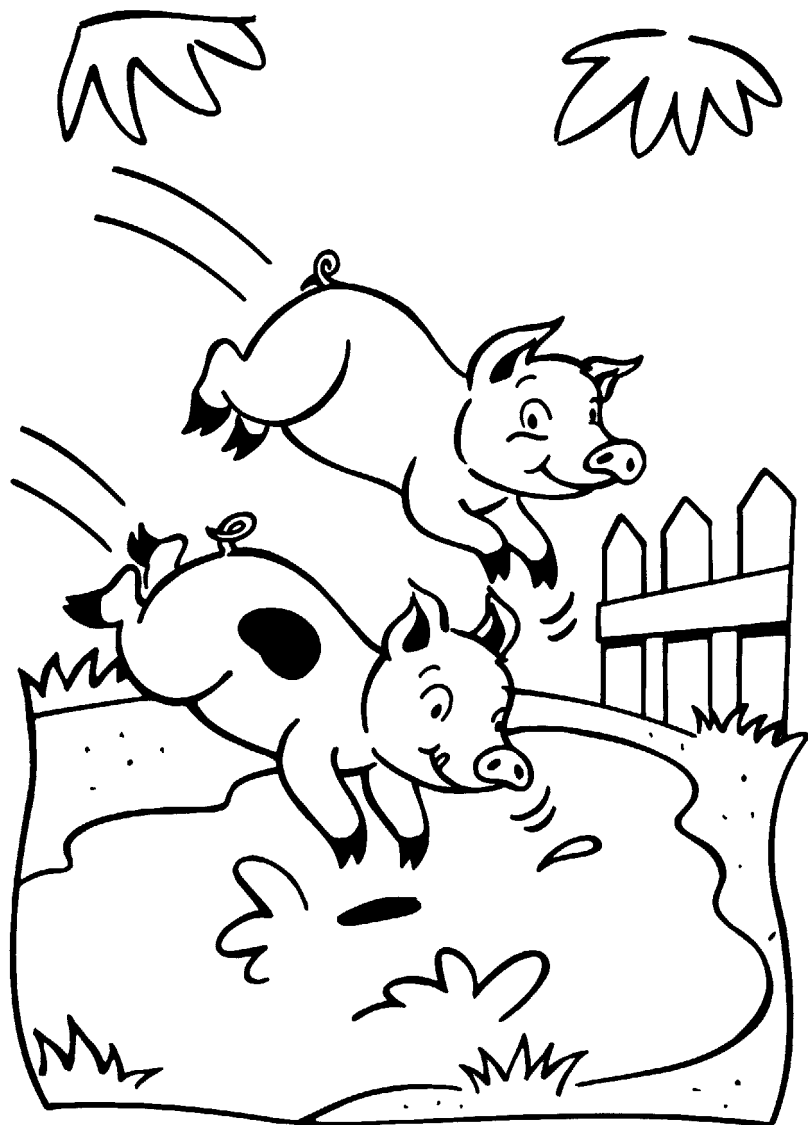
The cats go out.



The cows go in.



The cows go out.



The pigs go in.



Oh boy, mud.

Name _____

In

1.



Out

2.

IN AND OUT • LEVEL A • 1

In

3.



Out

4.

In

5.



Out

6.

In

7.



Out

8.

SKILL: PLOT

INSTRUCTIONS: Have students draw or write in order the animals that went in and out of the mud in the story. They may use the book to check their work.

Name _____

in

out

up

down

big

little

fast

slow

IN AND OUT • LEVEL A • 2

SKILL: ANTONYMS

INSTRUCTIONS: Read the opposite pairs with students. Have students draw pictures of each word to illustrate the meaning of each opposite pair. Then have them cut apart the cards and match each word with its opposite.

LEVELED READER • A

My Hair

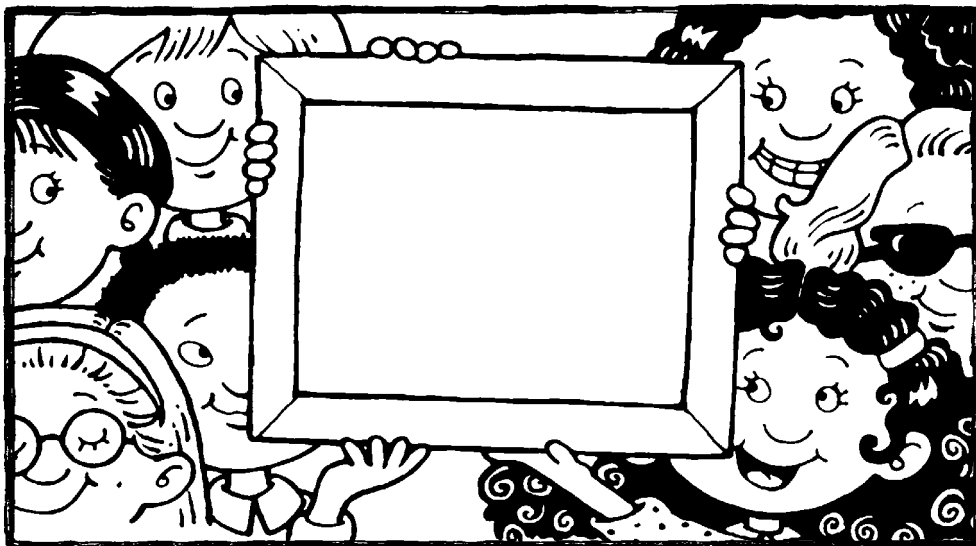


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My Hair

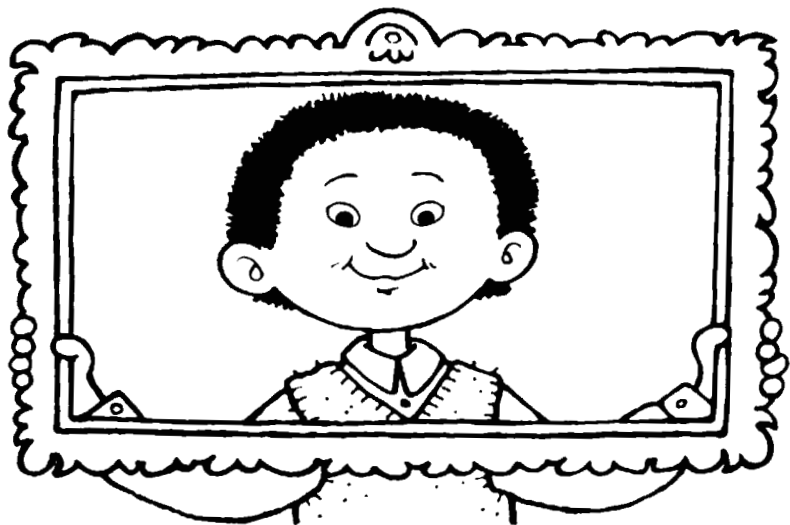
A Reading A-Z Level A Leveled Reader • Word Count: 33



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My Hair



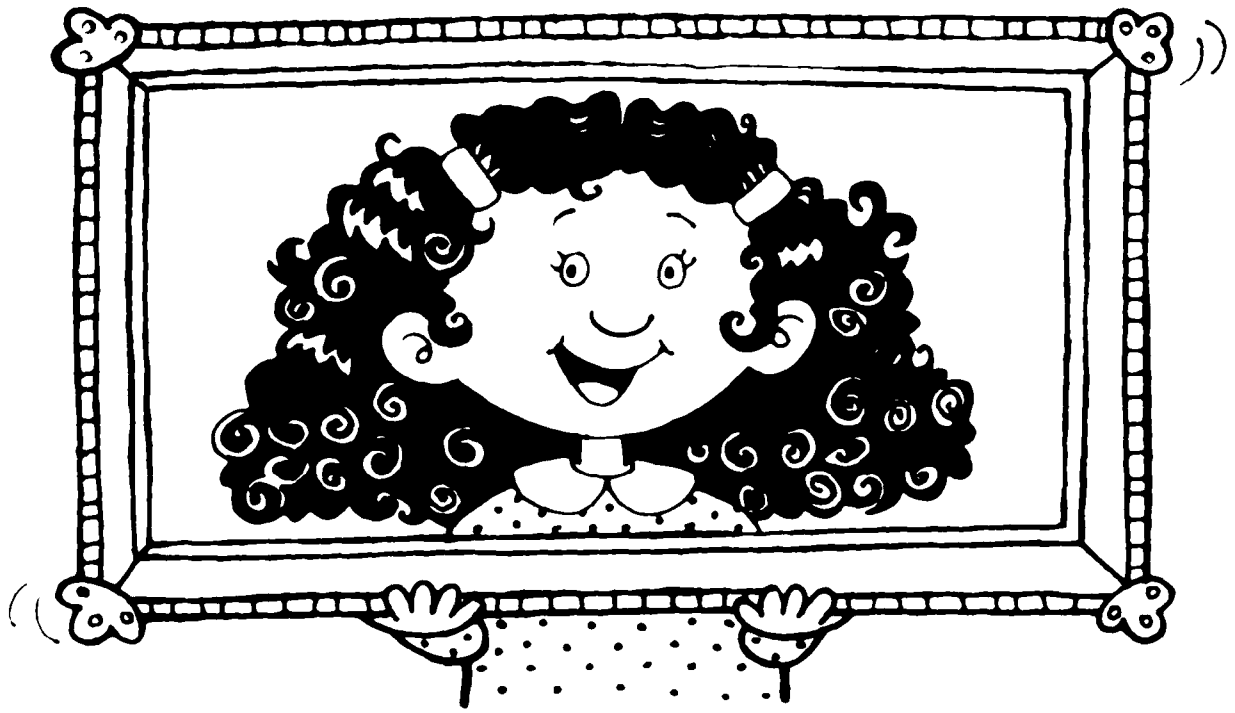
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LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

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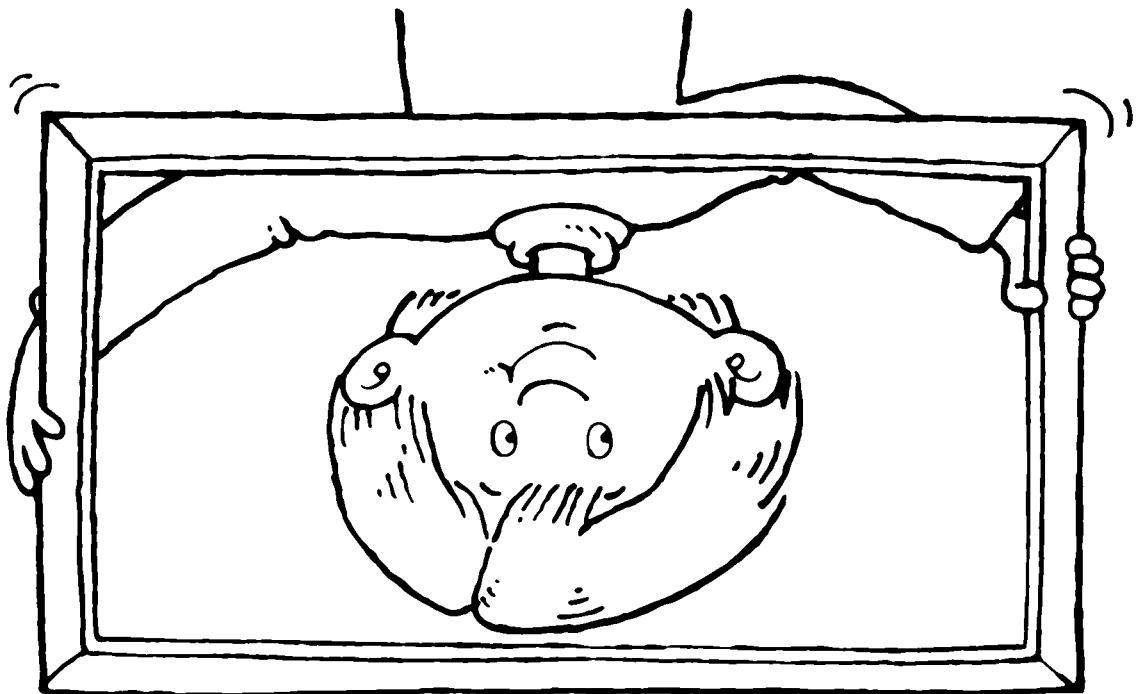


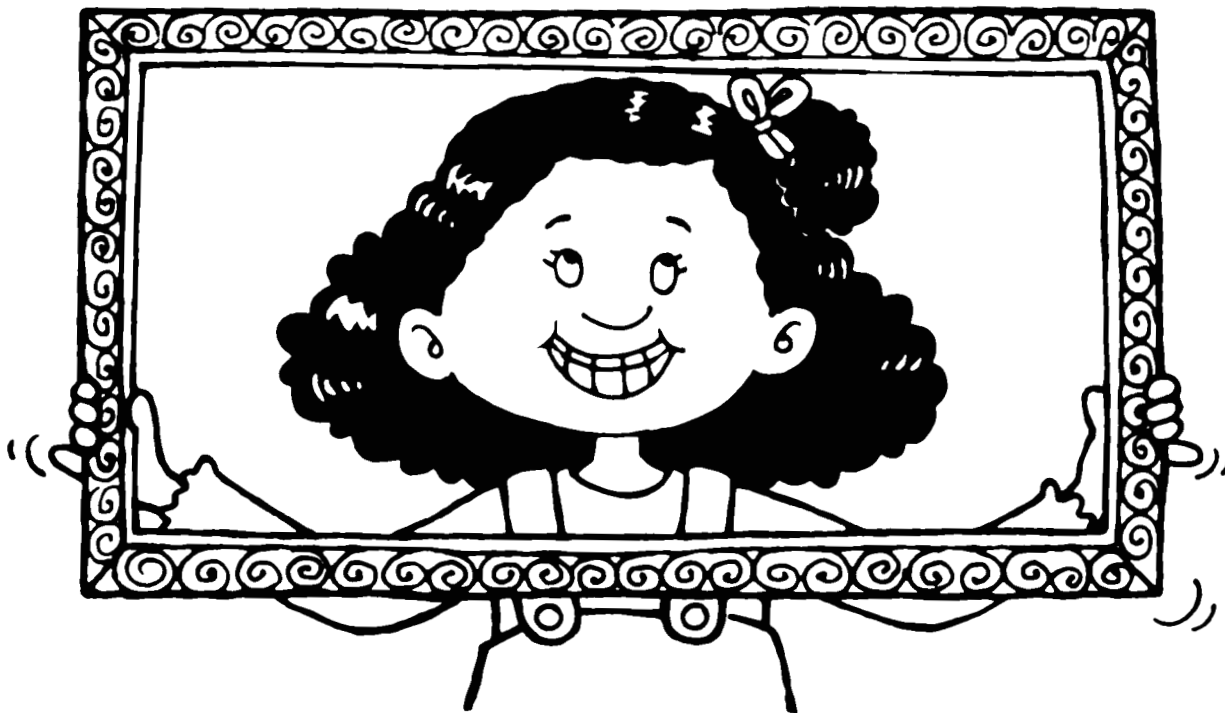
My hair is curly.

3

My hair is straight.

4



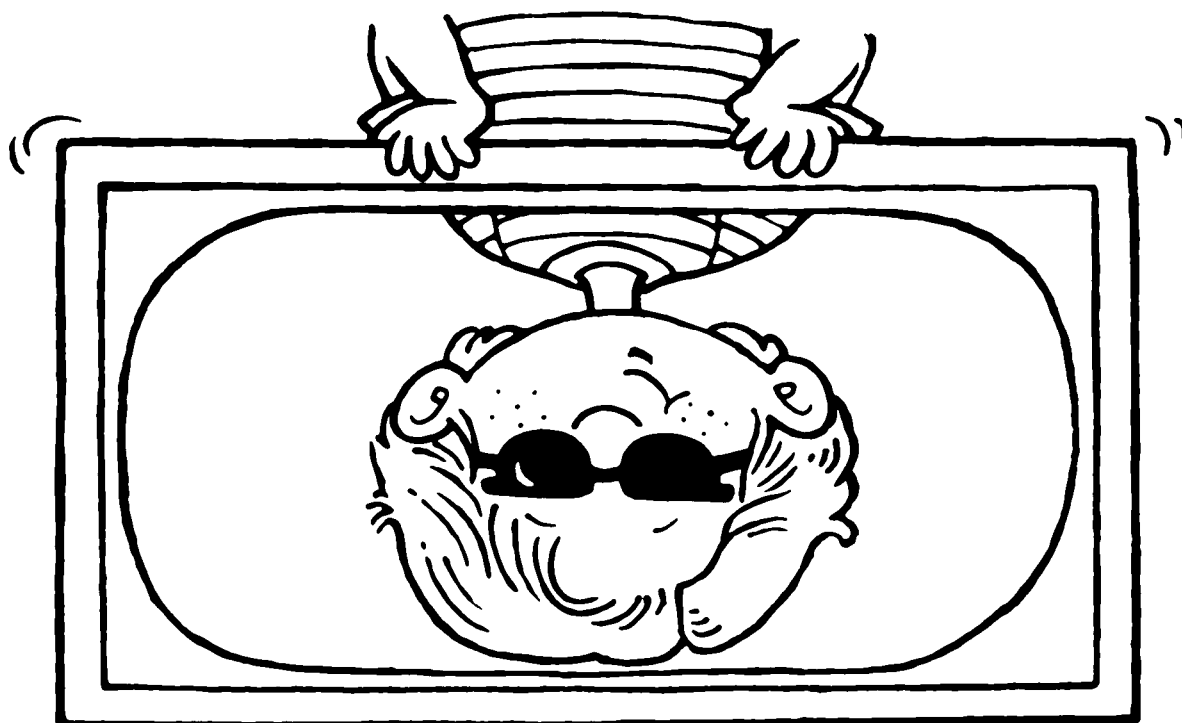


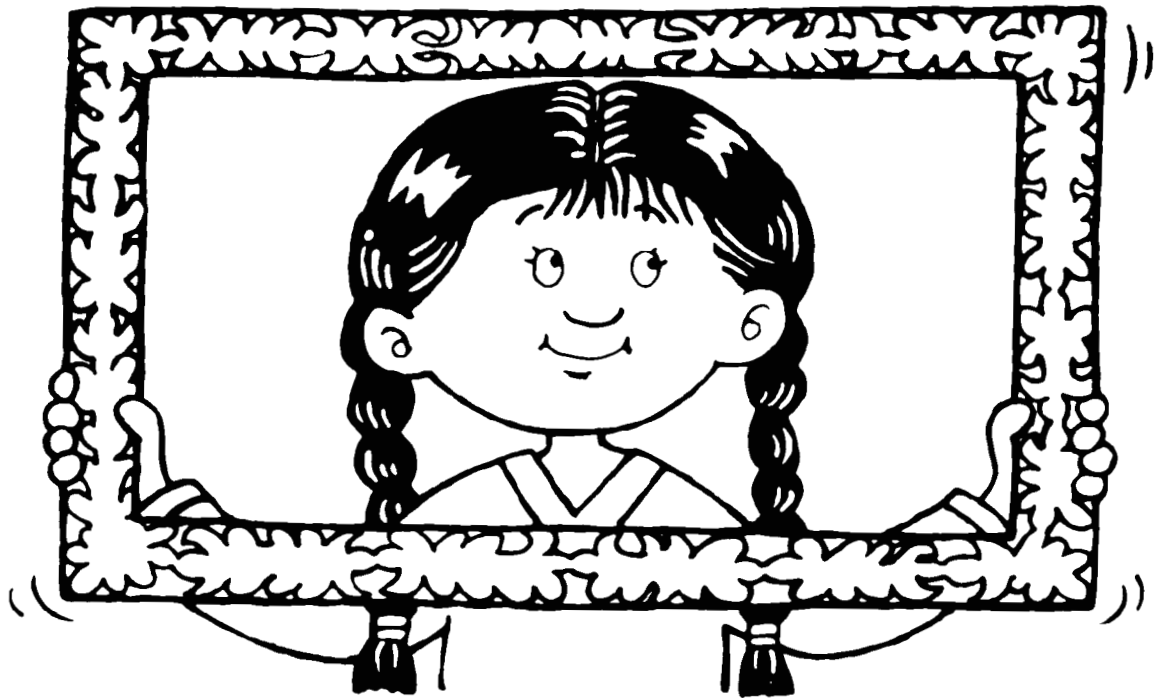
My hair is black.

5

My hair is blond.

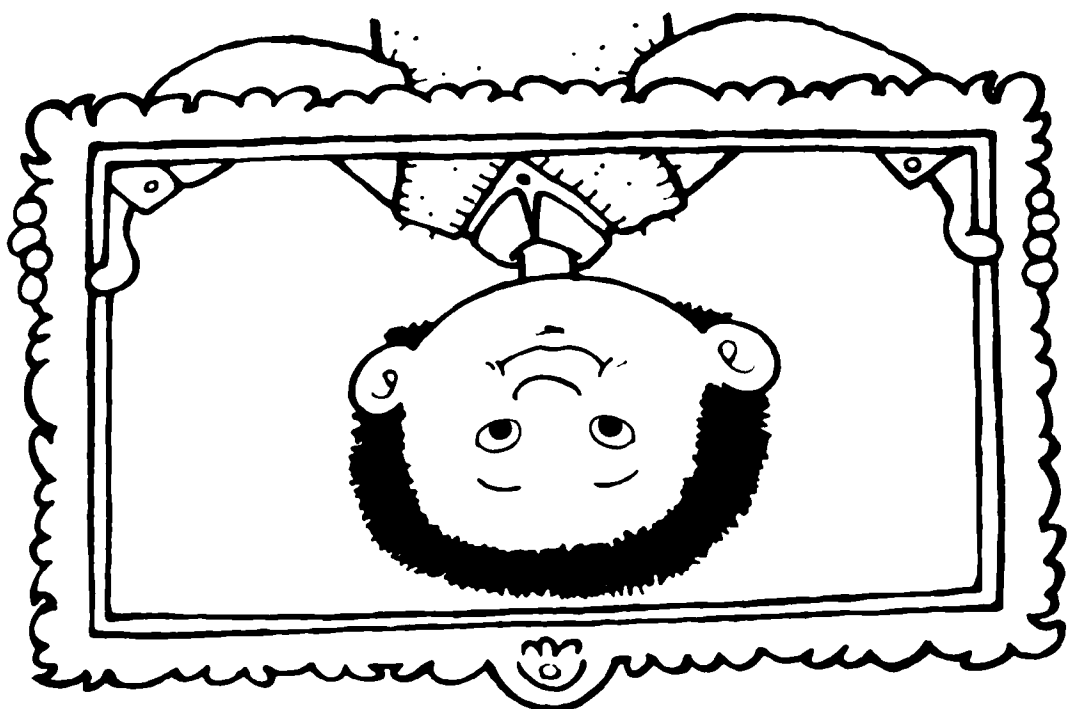
6





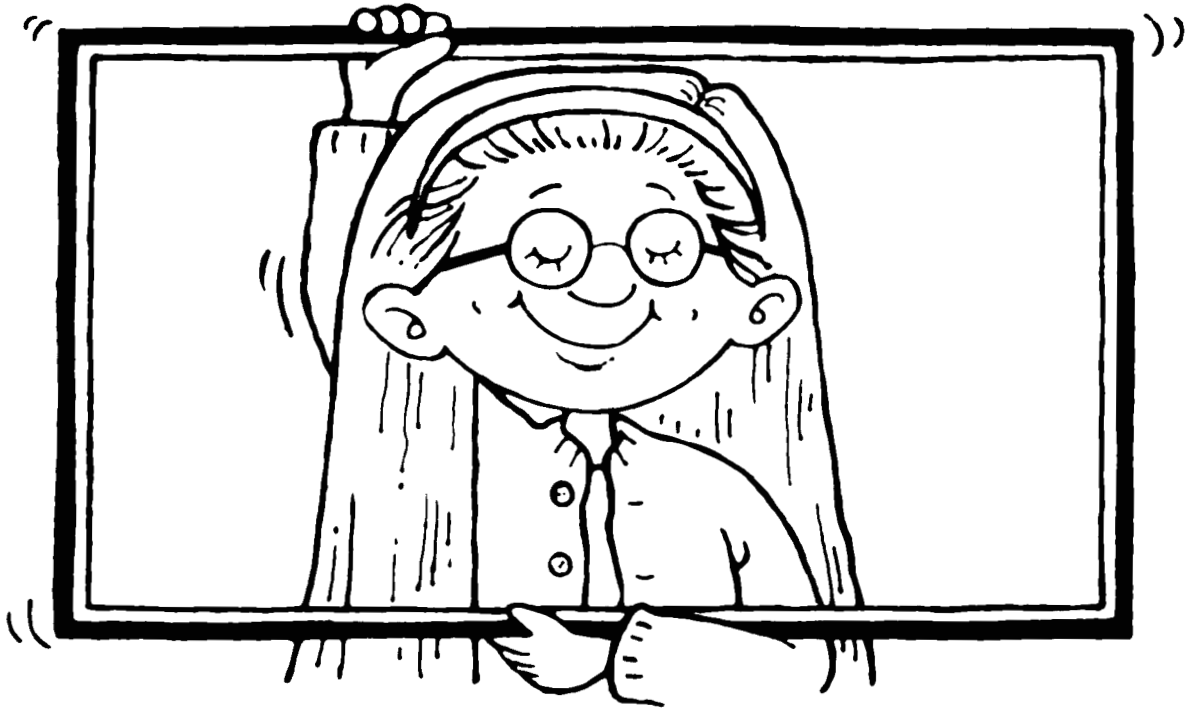
My hair is braided.

7



My hair is short.

8

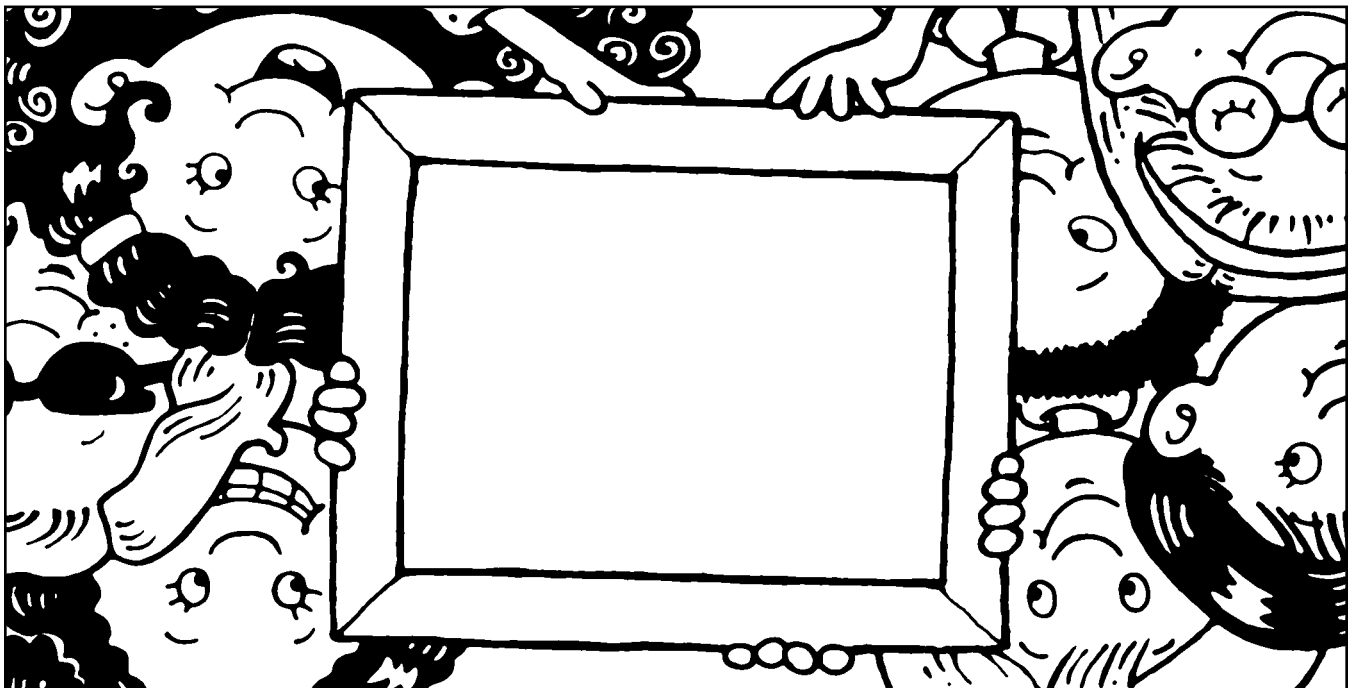


My hair is long.

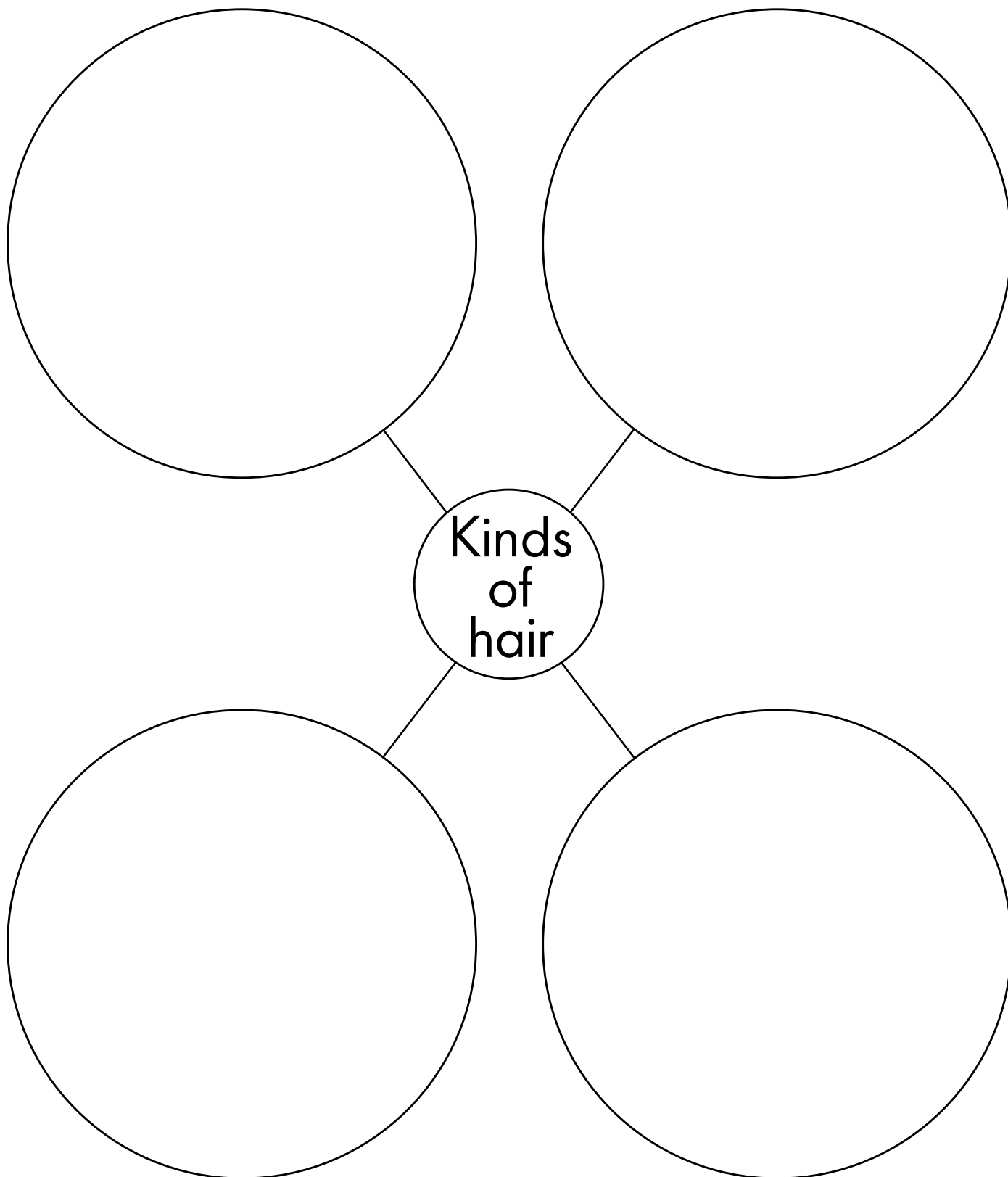
9

What is your hair like?

10

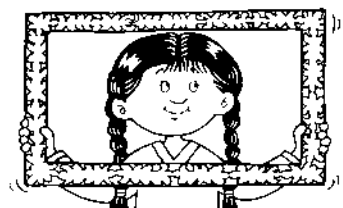


Name _____



INSTRUCTIONS: Read the center text with students and remind them that this is the main idea of the book. Have students use the book to locate details that support the main idea and write them in the circles.

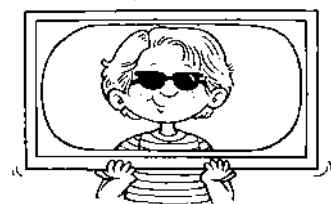
Name _____



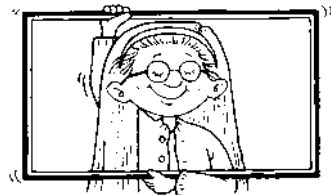
straight



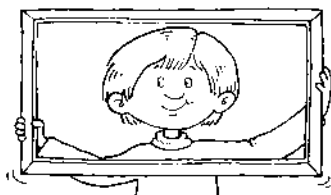
blond



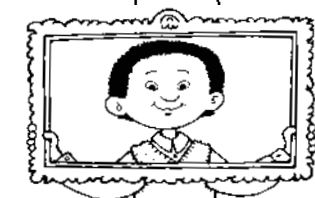
long



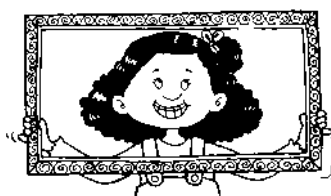
curly



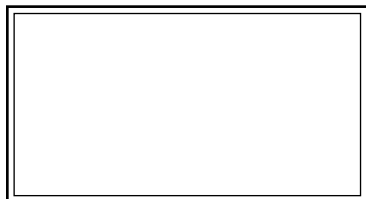
black



braided



short

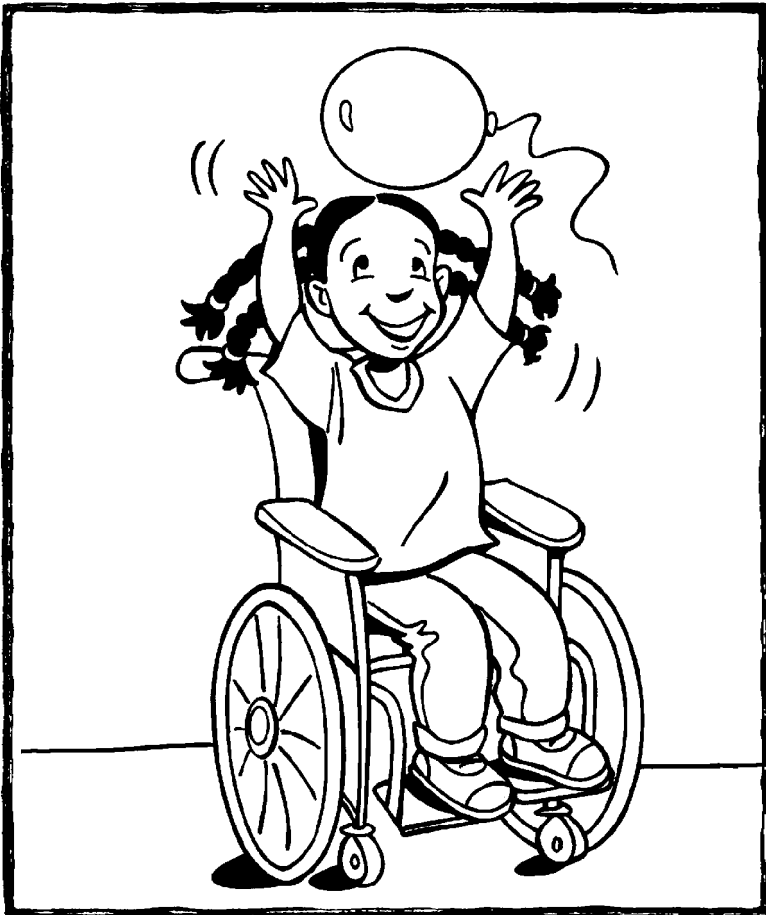


INSTRUCTIONS: Have students draw a line from each picture to the word that describes the hair in the picture. In the bottom space, have students draw a picture of their own hair and write a word that describes their hair.

I Can

A Reading A-Z Level A Leveled Reader

Word Count: 24



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I Can



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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



I can run.



I can jump.



I can swing.



I can hop.



I can ride.



I can climb.

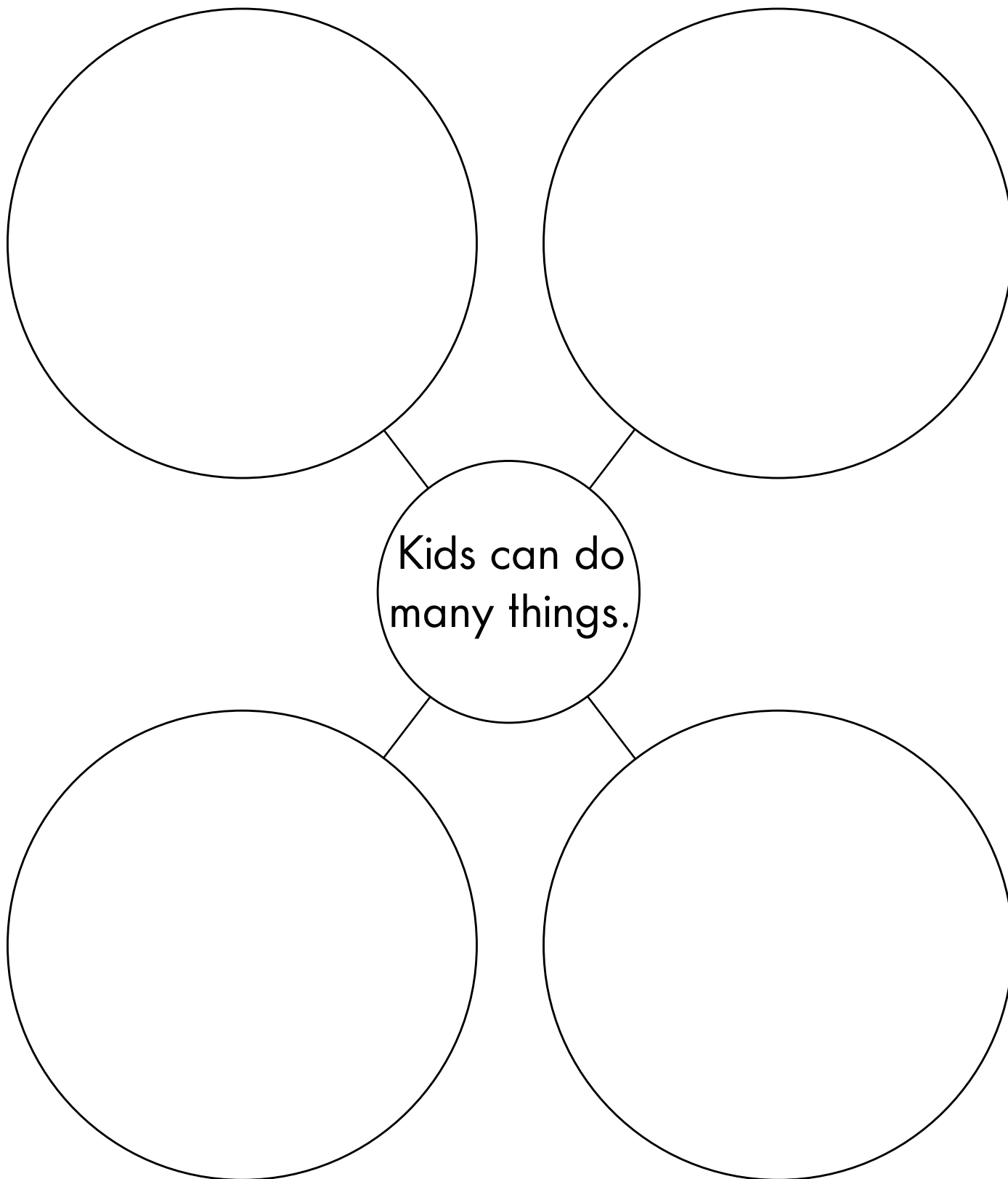


I can crawl.



I can play.

Name _____



I CAN • LEVEL A • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea in the inner circle with students. Then have them find supporting details from the book. Ask them to draw and label them in the outer circles.

Name _____

cat	hat	ham	can
rat	pan	man	jam
fan	sat	mat	Pam
bat	Sam	Dan	fat

I CAN • LEVEL A • 2

SKILL: WORD FAMILIES

INSTRUCTIONS: Have students cut out the word cards and sort them according to word families. Then have them read each group of words to a partner.

LEVELED READER • A

Going Places

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Going Places

A Reading A-Z Level A Leveled Reader • Word Count: 48



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Going Places



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LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

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You can go on a plane.

3

You can go on a train.

4





You can go on a boat.

5

You can go in a car.

9





You can go in a bus.

7

You can go on a bike.

8





You can go on a skateboard.

9

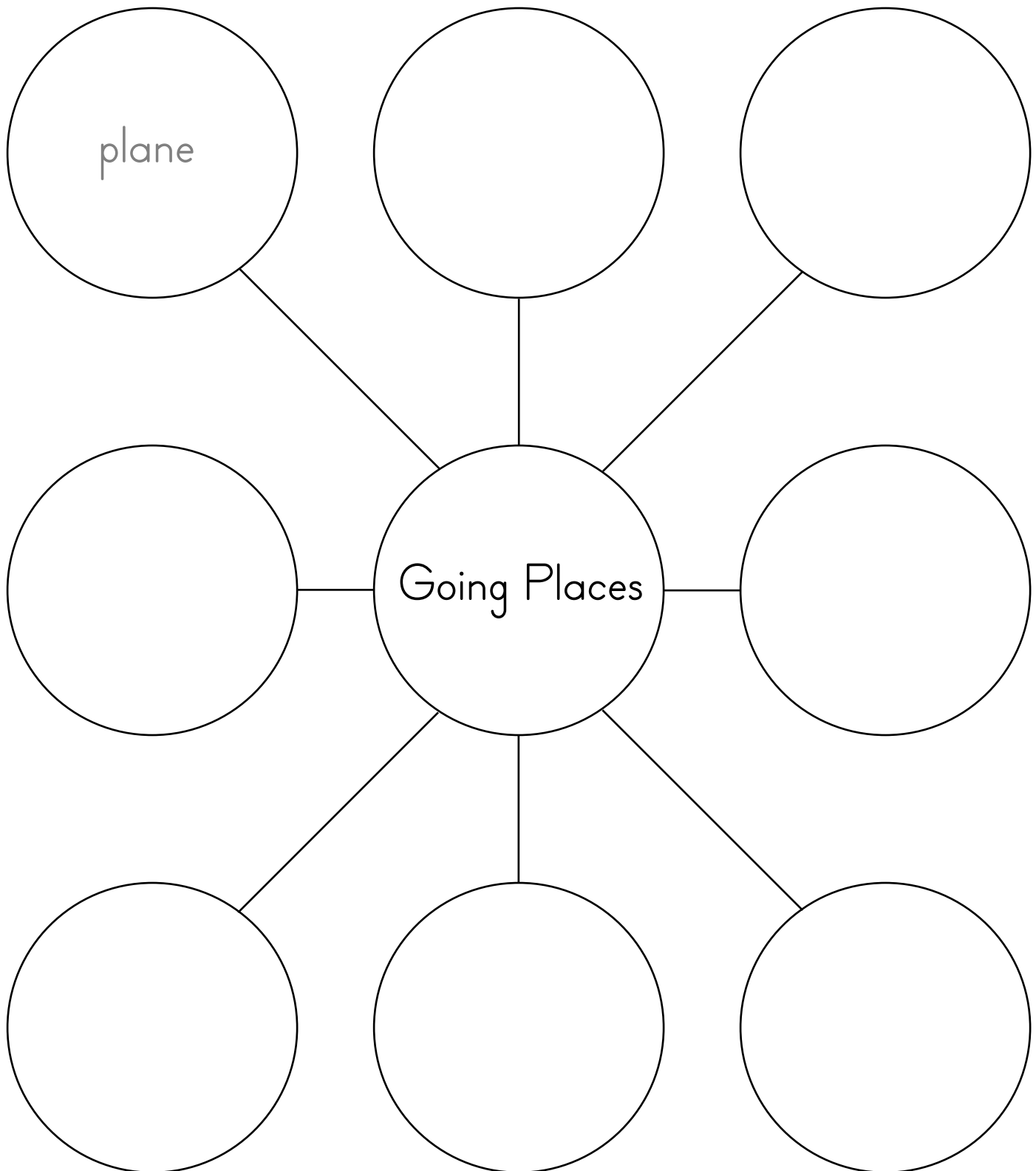
You can go on a horse.

10



Name _____

INSTRUCTIONS: Have students find the facts in the book and summarize them on the web diagram below.

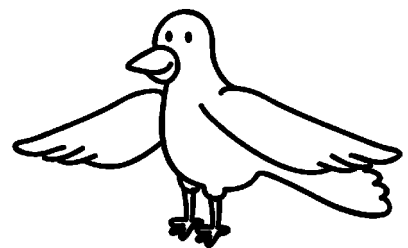
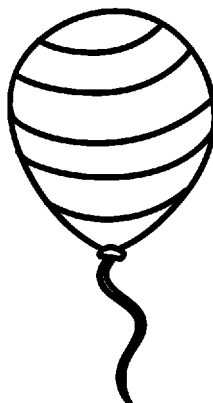
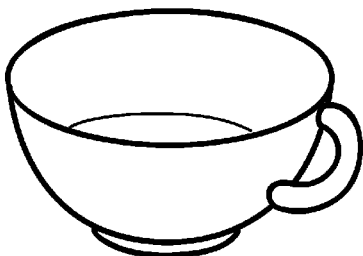
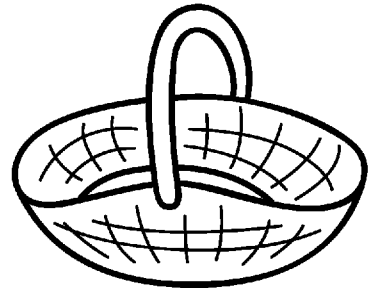
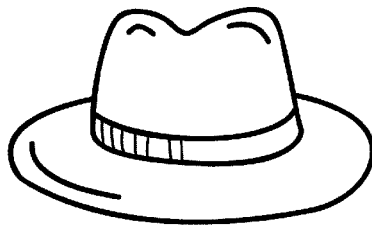
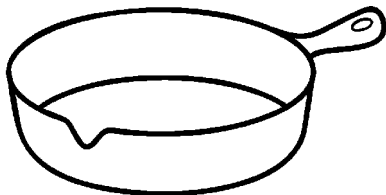
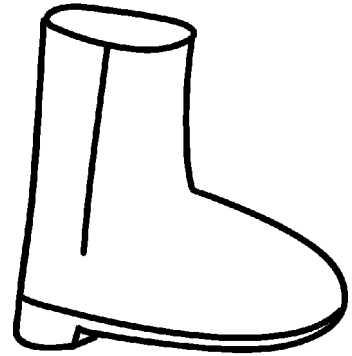
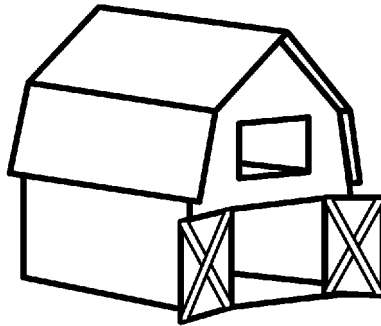
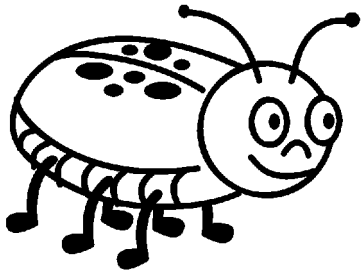
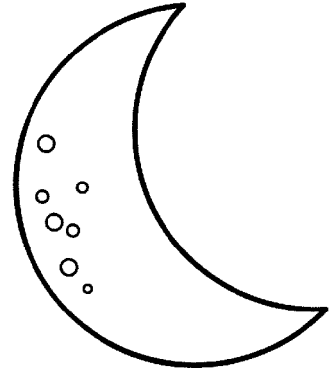
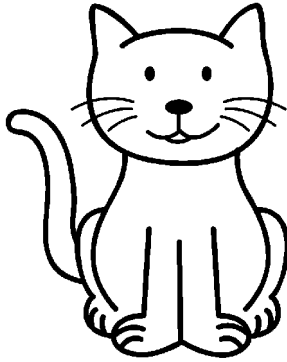
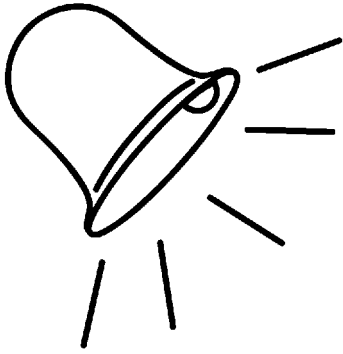


GOING PLACES • LEVEL A • 1

SKILL: COMPREHENSION

Name _____

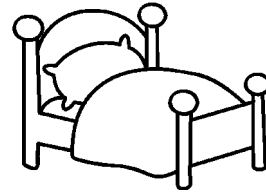
INSTRUCTIONS: Have students say the name of each picture. Then have them color the pictures whose names start with /b/.



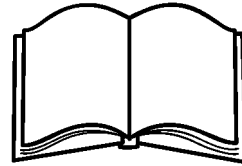
Name _____

INSTRUCTIONS: Have students make words from the letters in the left-hand column by adding the letter *b*. Then have them draw a line from the word to the appropriate picture in the right-hand column.

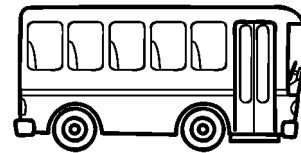
—ug



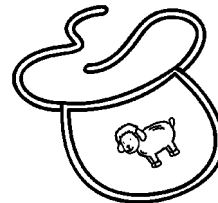
—ox



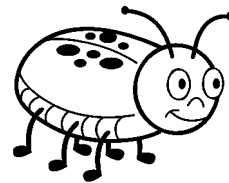
—ench



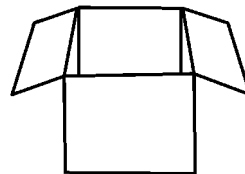
—ed



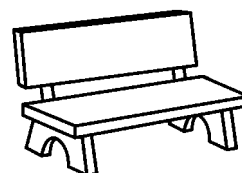
—ook



—us

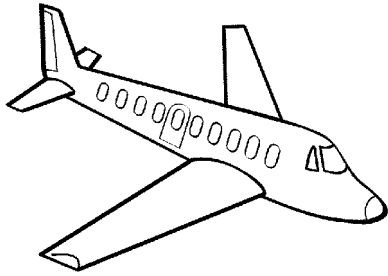


—ib

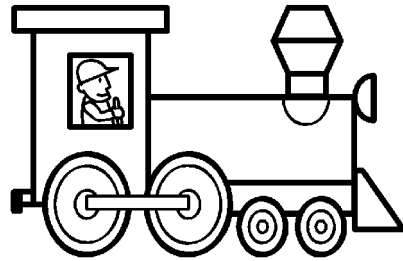


Name _____

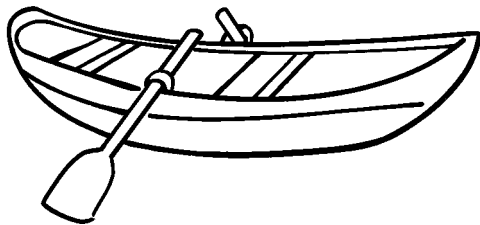
INSTRUCTIONS: Have students cut out the picture-word cards and use them for the sorting activity in the lesson plan.



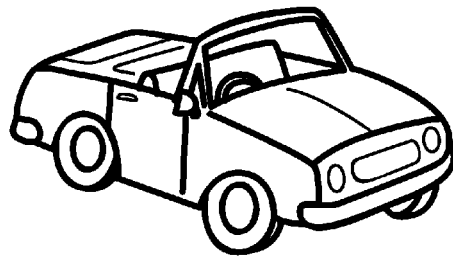
plane



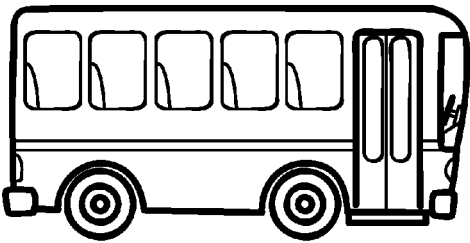
train



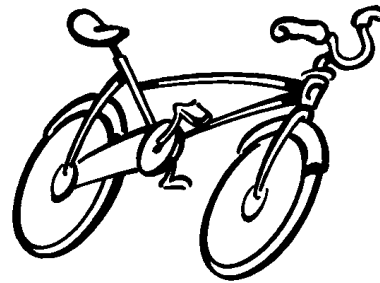
boat



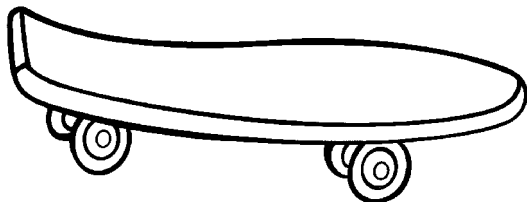
car



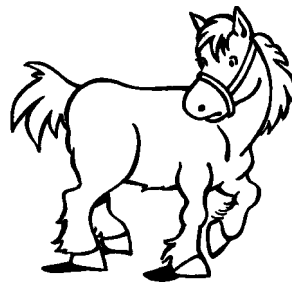
bus



bike



skateboard



horse

My Face

A Reading A-Z Level A Leveled Reader

Word Count: 32



Reading a-z

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LEVELED READER • A

My Face



Written by Elizabeth Austin

www.readinga-z.com

My Face

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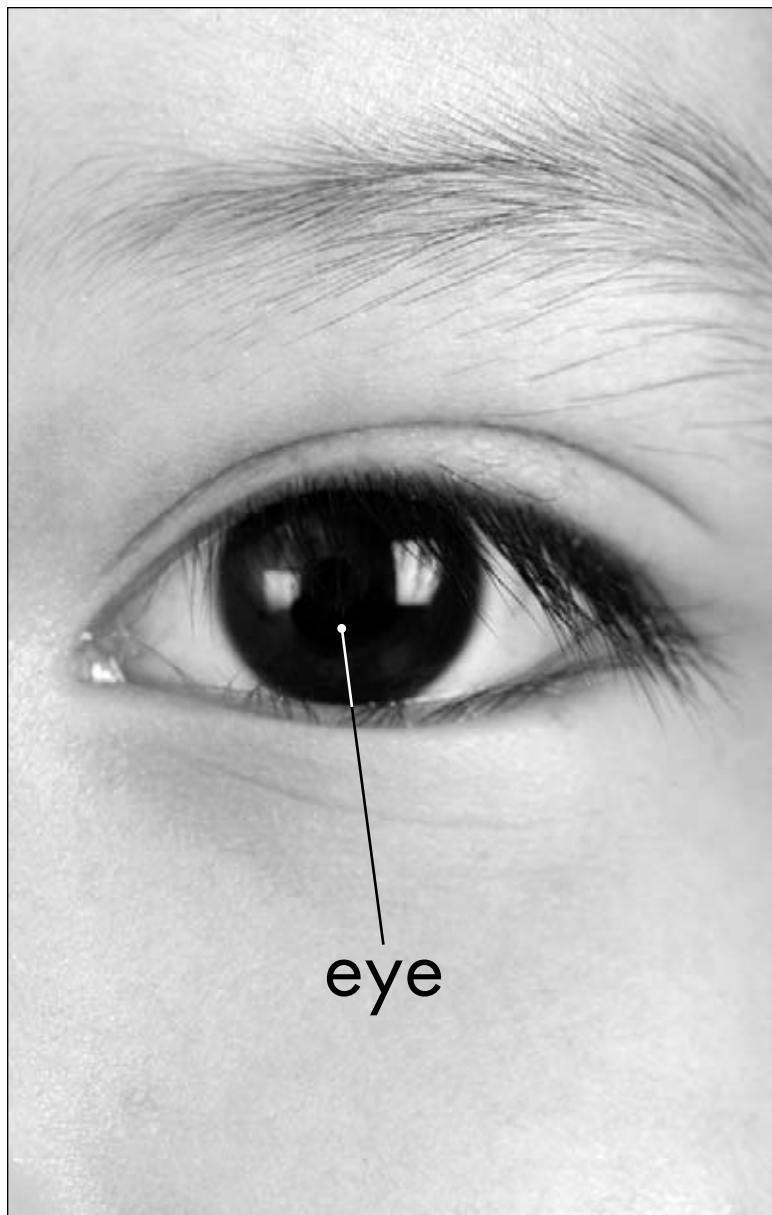
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Correlation

LEVEL A

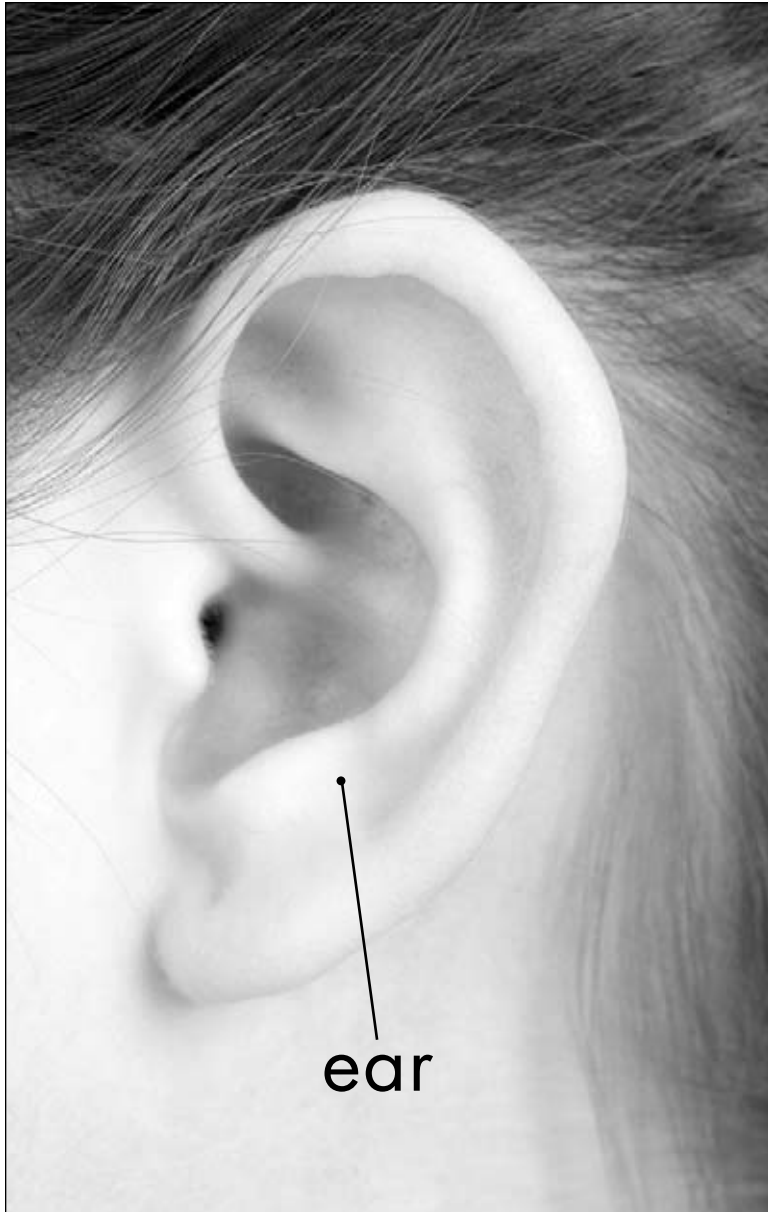
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



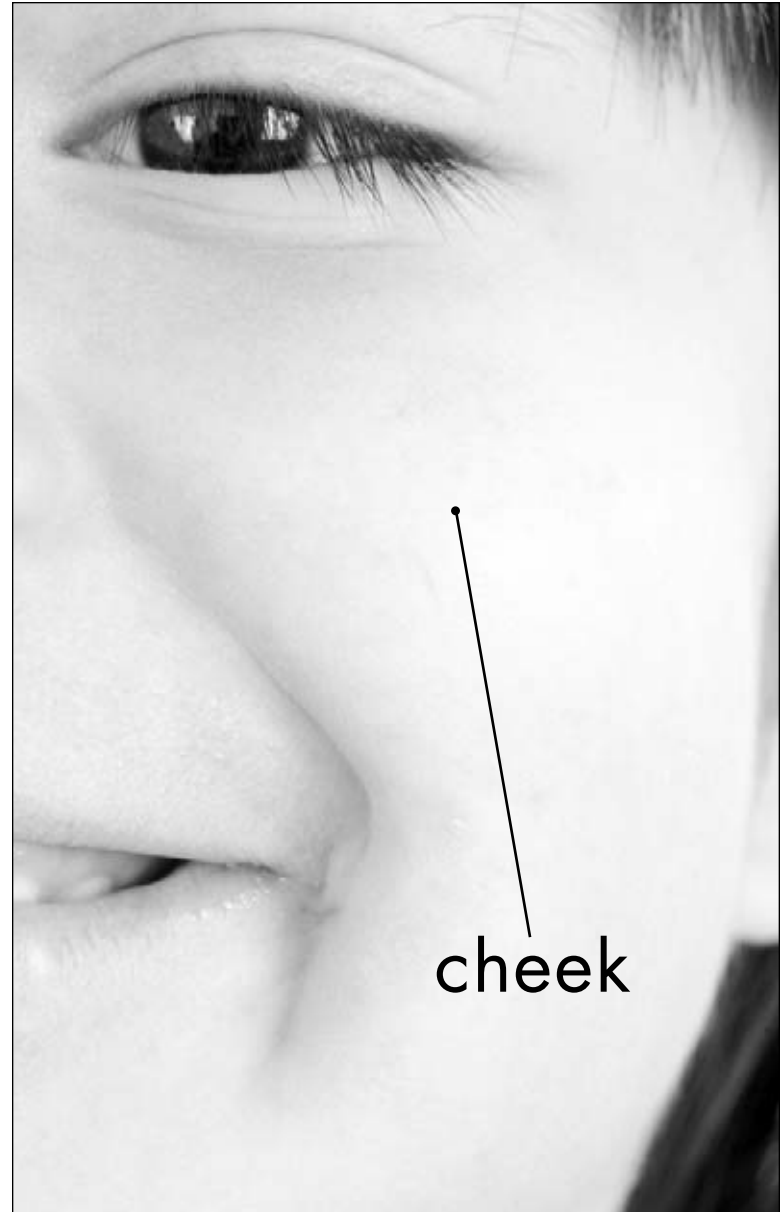
This is my eye.



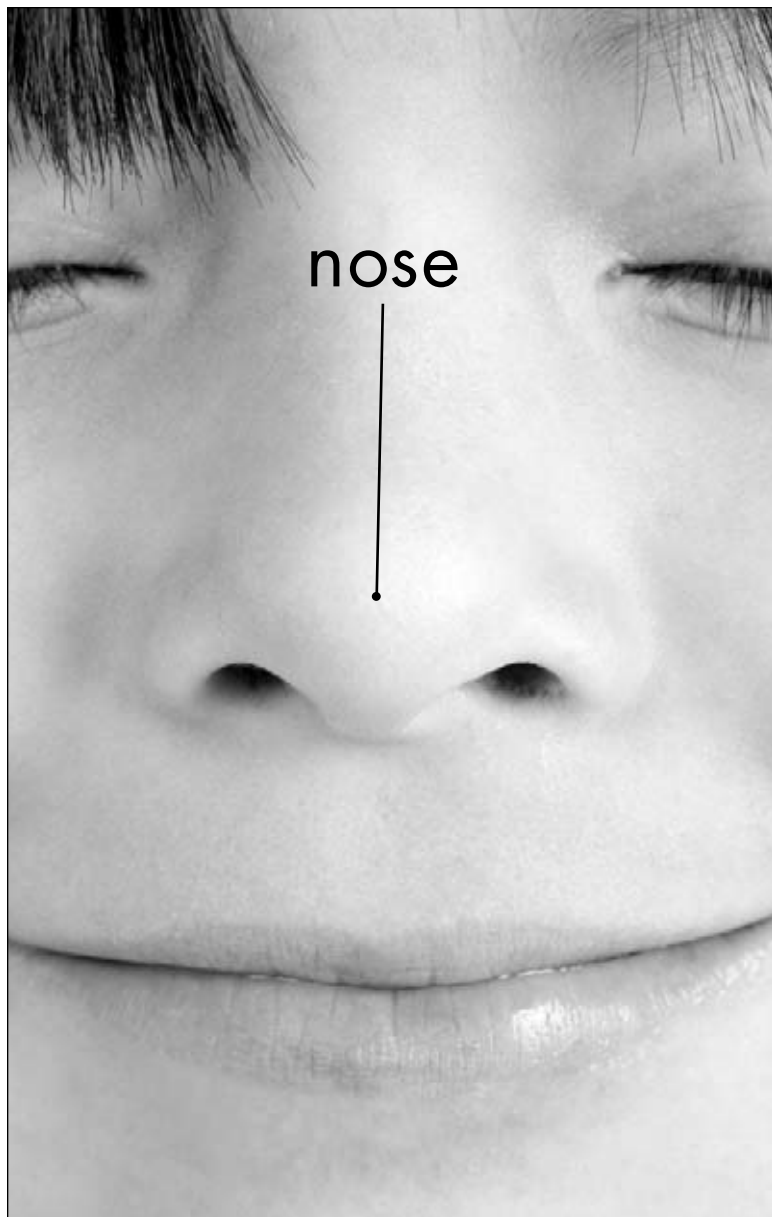
This is my eyebrow.



This is my ear.

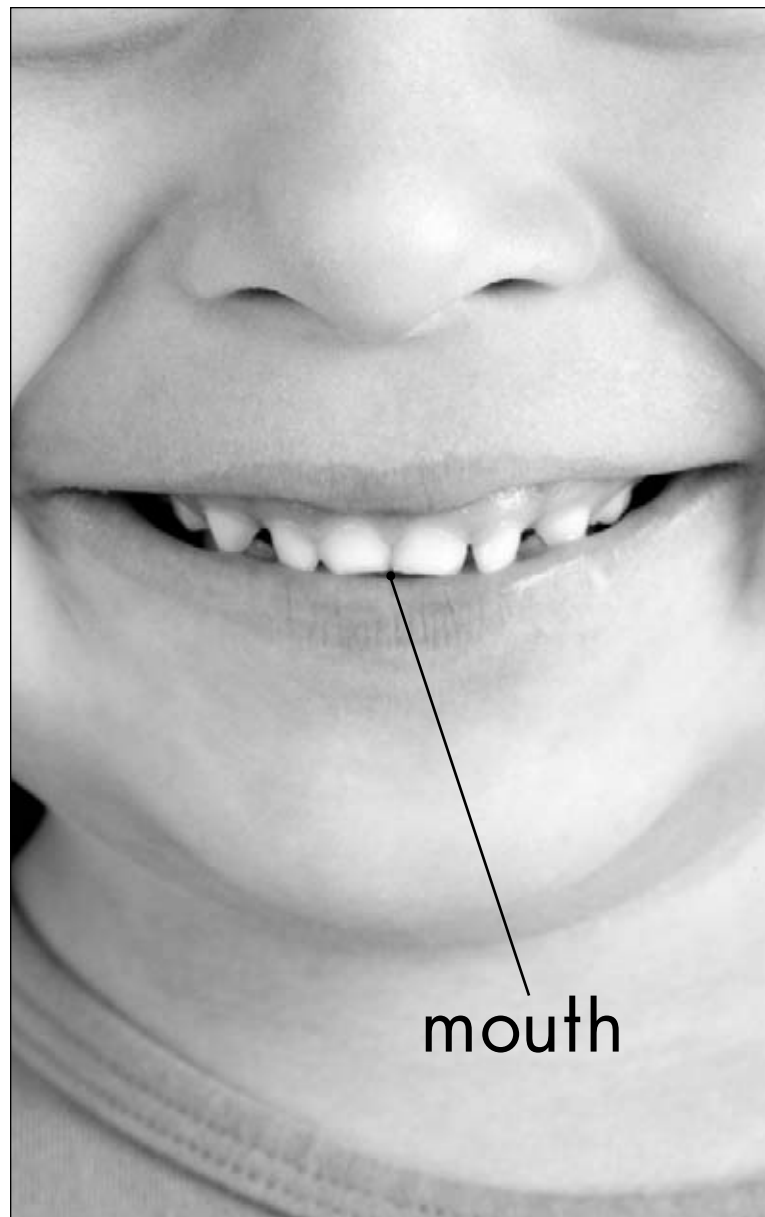


This is my cheek.



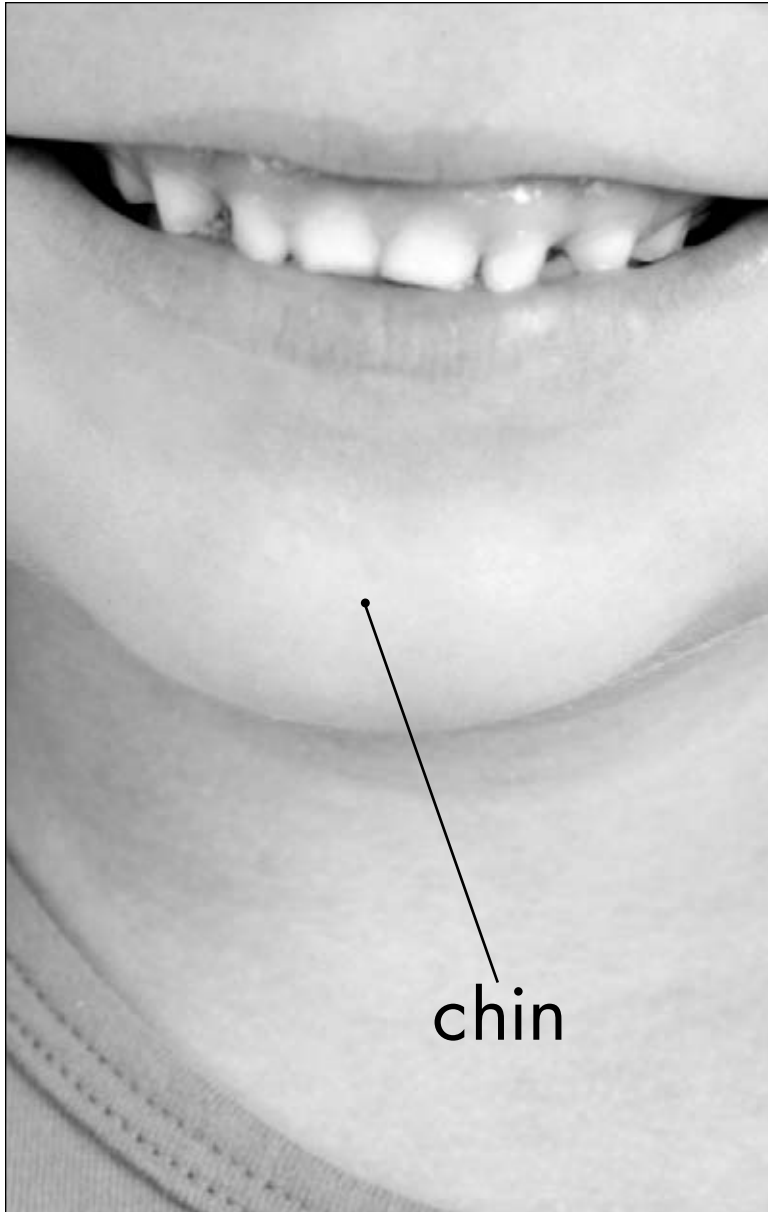
nose

This is my nose.



mouth

This is my mouth.



chin

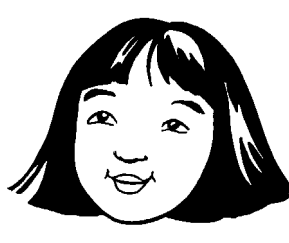
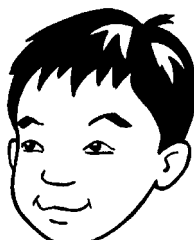
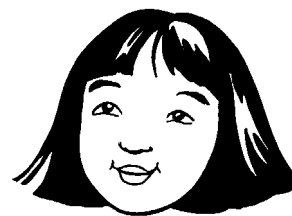
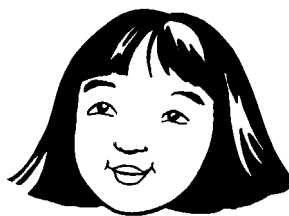
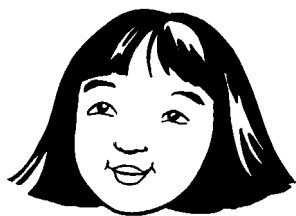
This is my chin.



This is my face.

Name _____

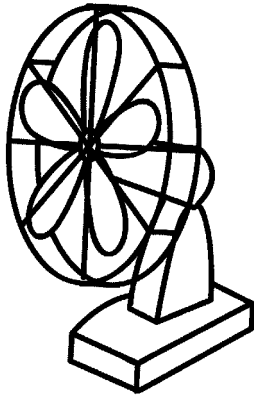
INSTRUCTIONS: Have students circle the face in each row that is different.



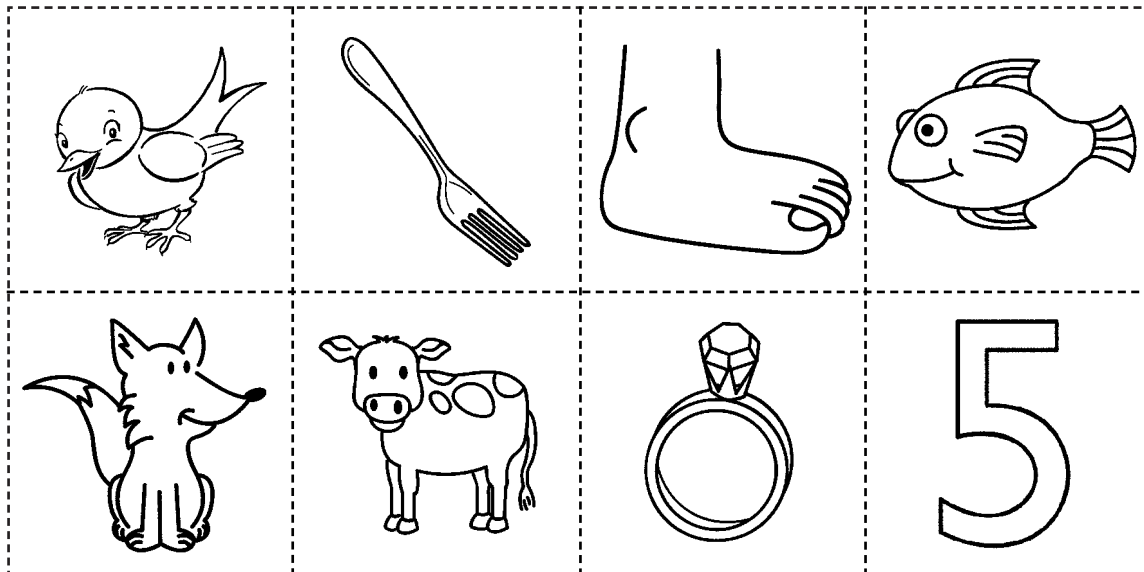
Name _____

INSTRUCTIONS: Have students cut out the pictures. Then, in the space at the top, have them paste the pictures that start with the same sound they hear at beginning of the word *fan*.

Ff

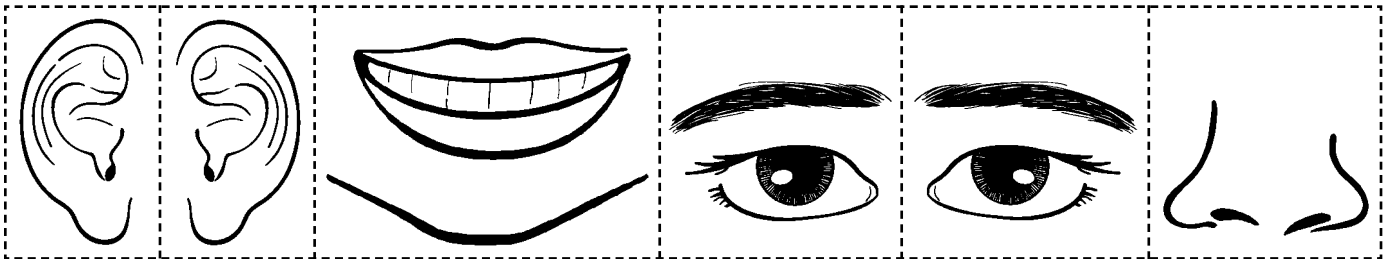


fan



Name _____

INSTRUCTIONS: Have students cut out the parts of the face in the box below. Then have them put the parts of the face in the right positions on the face.



ear

ear

mouth
chin

eyebrow
eye

eyebrow
eye

nose

SKILL: VOCABULARY

My Body

A Reading A-Z Level A Leveled Reader

Word Count: 32



Reading a-z

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LEVELED READER • A

My Body



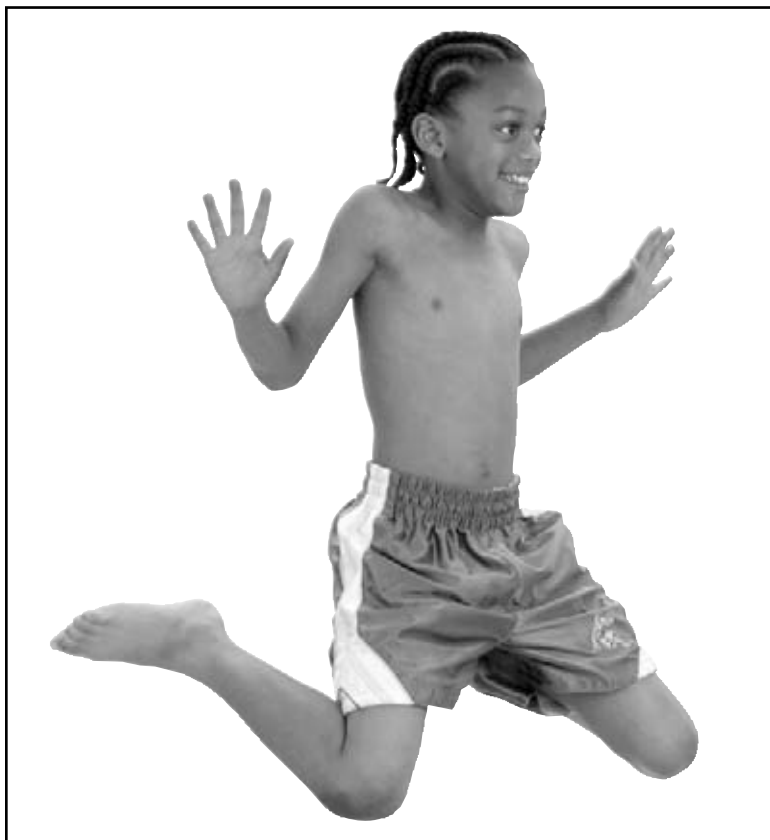
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My Body

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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



This is my foot.



This is my leg.



This is my belly.



This is my chest.



This is my hand.



This is my arm.



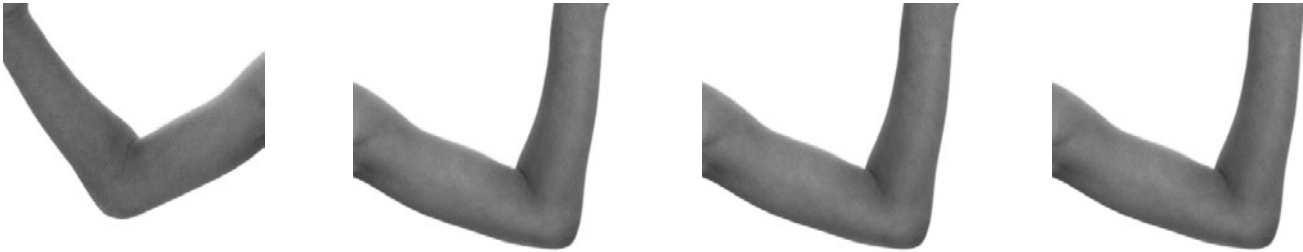
This is my head.



This is my body.

Name _____

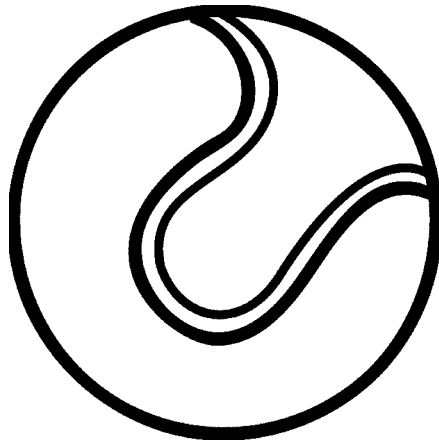
INSTRUCTIONS: Have students circle the body part in each row that is different.



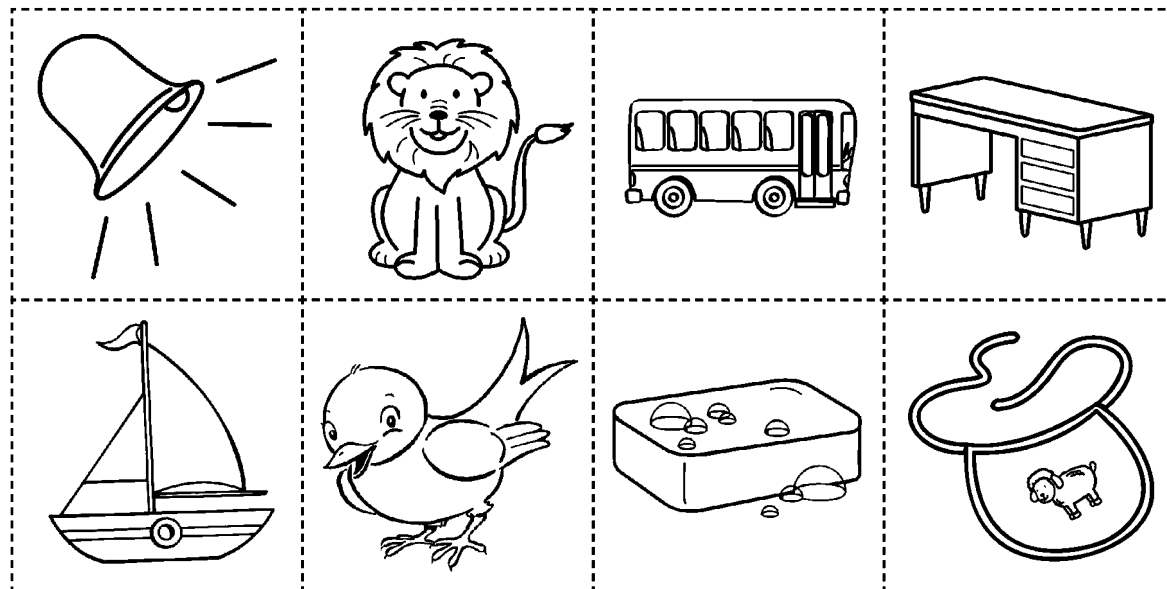
Name _____

INSTRUCTIONS: Have students cut out the pictures at the bottom. Then, around the ball, have them paste the pictures that start with the same sound they hear at the beginning of the word *ball*.

Bb



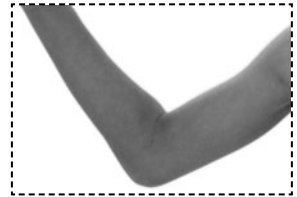
Ball



Name _____

INSTRUCTIONS: Have students cut out the pictures and put the parts of the body on the person.

arm



arm



chest



belly



leg



leg



hand



hand



head



foot



foot

Getting Dressed

A Reading A-Z Level A Leveled Reader

Word Count: 40



 **Reading a-z**

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LEVELED READER • A

Getting Dressed



Written by
Felicia Brown

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Getting Dressed

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Correlation

LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



I put on my shirt.



I put on my pants.



I put on my belt.



I put on my socks.



I put on my shoes.



I put on my glasses.



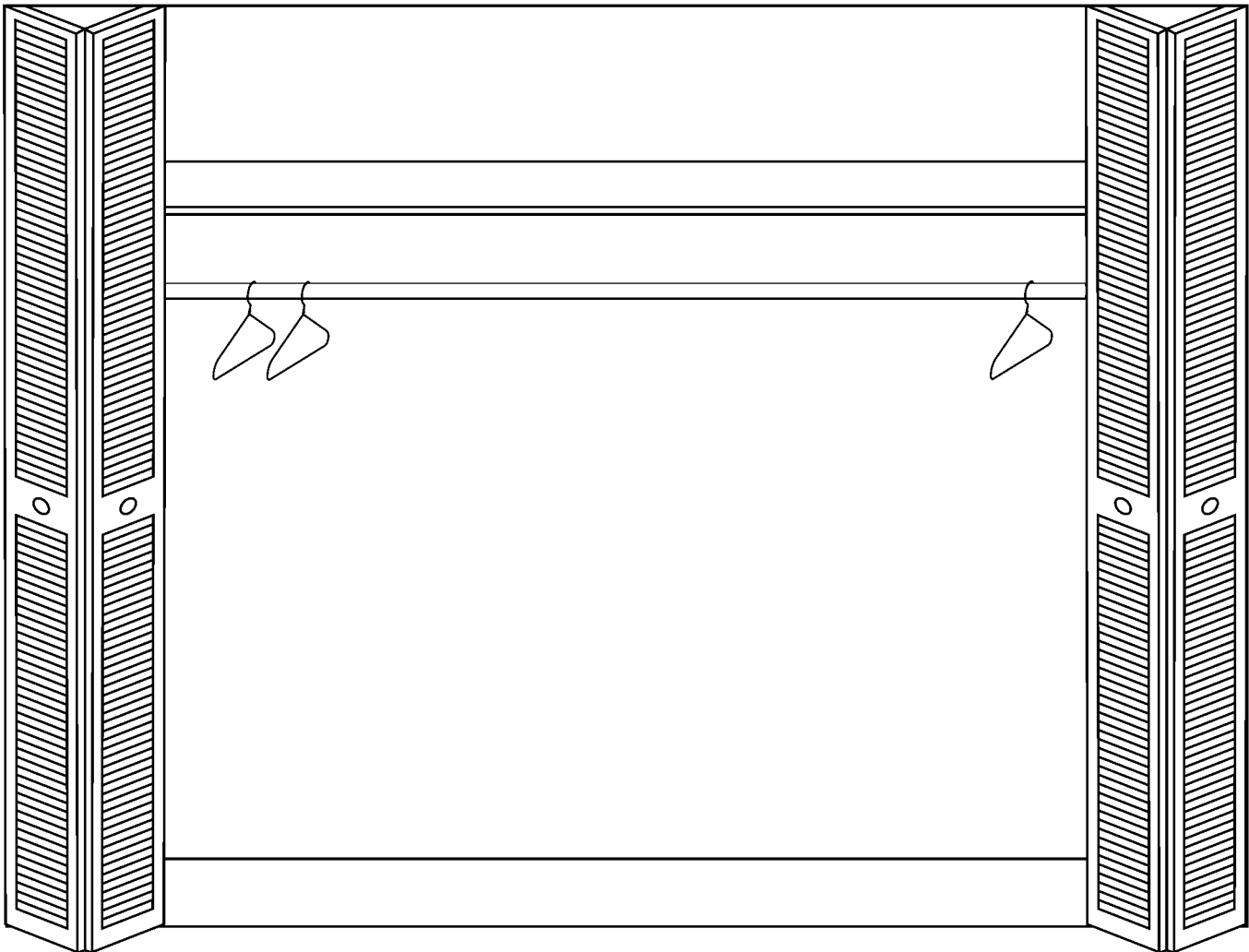
I put on my jacket.



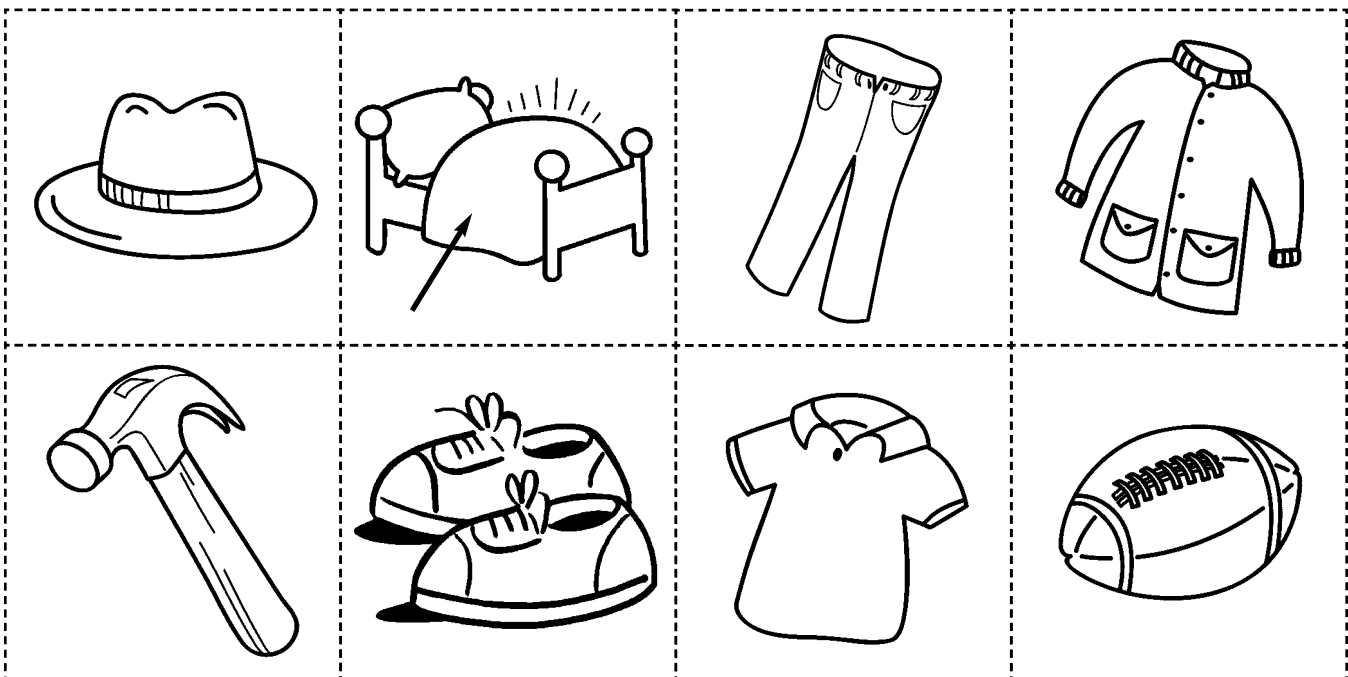
I put on my
backpack.

Name _____

INSTRUCTIONS: Have students cut out the things that belong in the boy's closet and paste them in the closet.



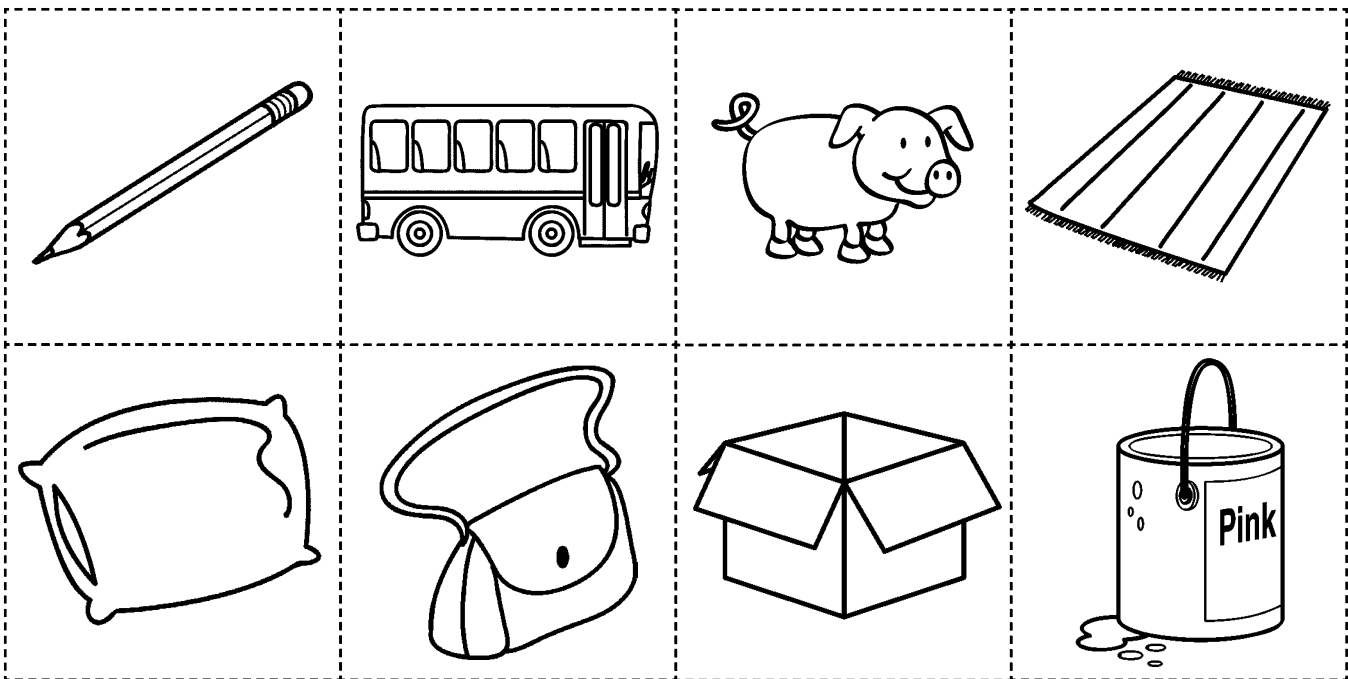
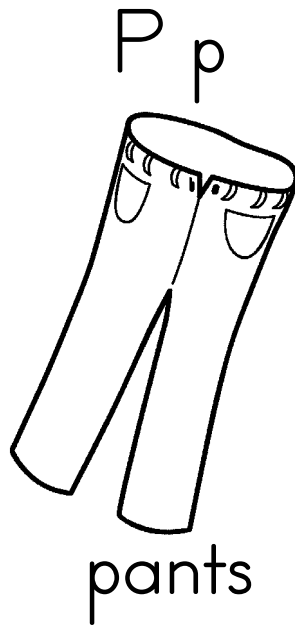
GETTING DRESSED • LEVEL A • 1



SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Have students cut out the pictures. Then have them paste the pictures that start with the same sound they hear at the beginning of the word *pants* at the top of the page.



Name _____

INSTRUCTIONS: Have students cut out pictures from magazines of different types of shoes, glasses, and jackets. Then have them paste the pictures in the appropriate boxes.

Clothing

glasses



shoes



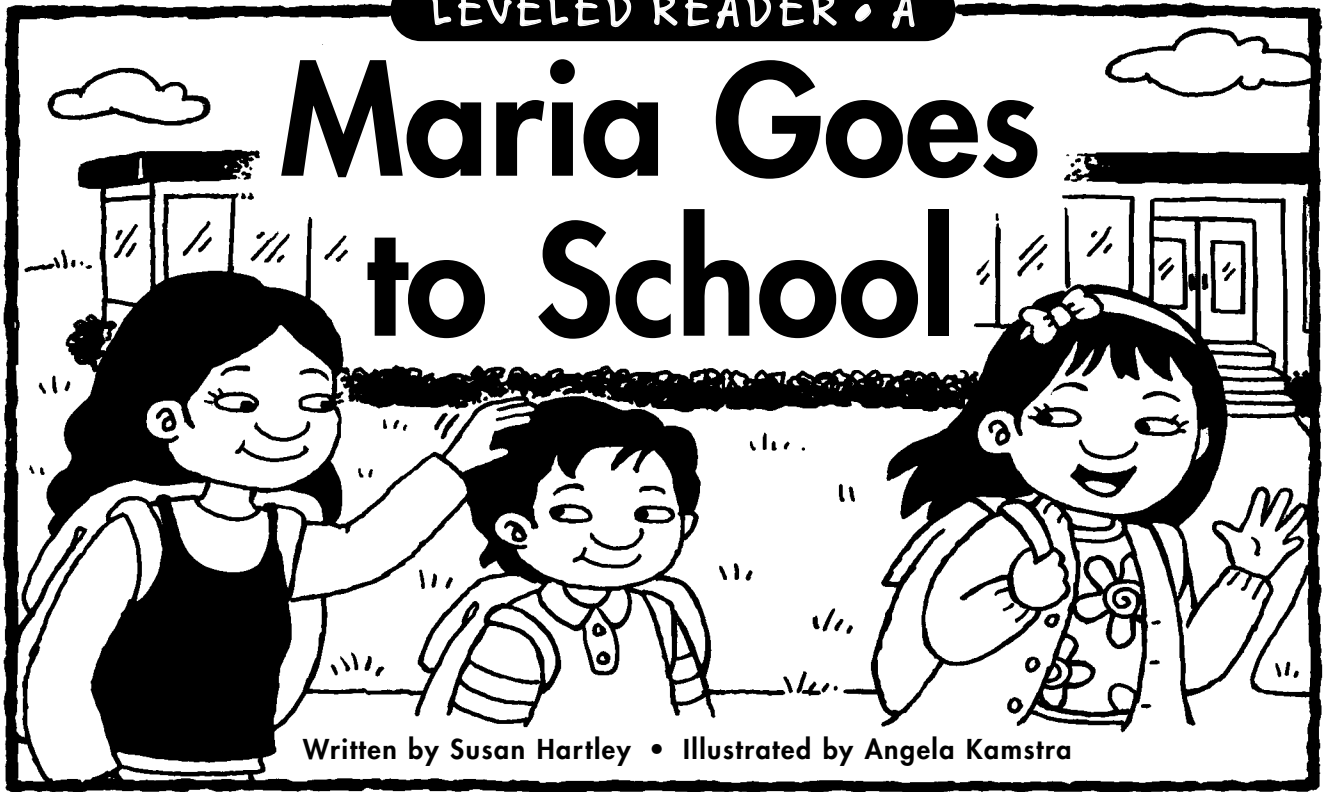
jacket



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LEVELED READER • A

Maria Goes to School

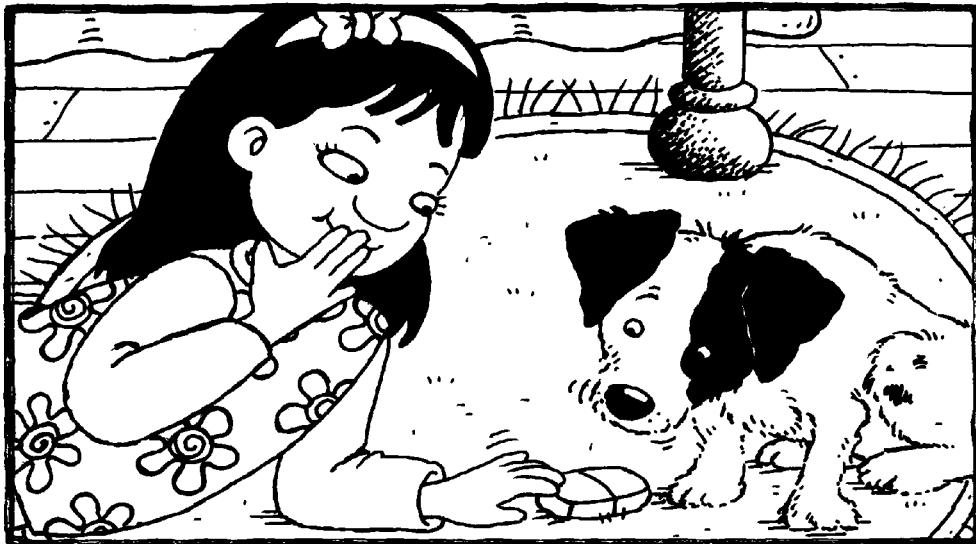


Written by Susan Hartley • Illustrated by Angela Kamstra

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Maria Goes to School

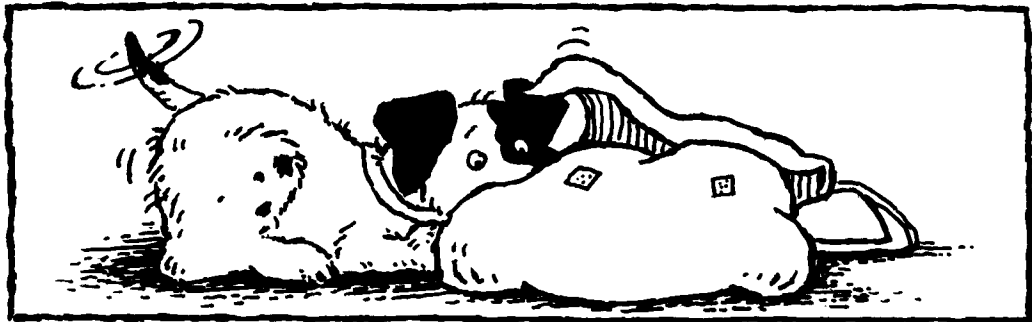
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Maria Goes to School



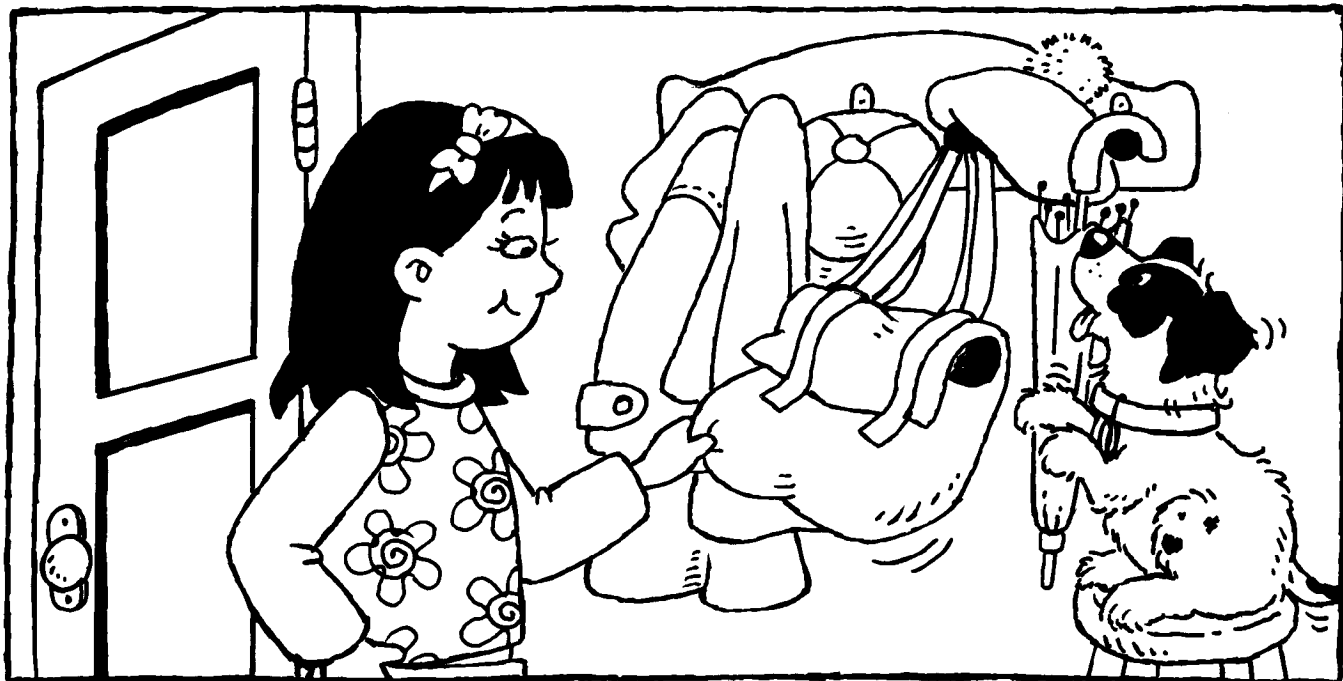
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A-1	DRA
1	Reading Recovery
A	Fountas & Pinnell

Correlation
LEVEL A

Maria Goes to School
Level A leveled Reader
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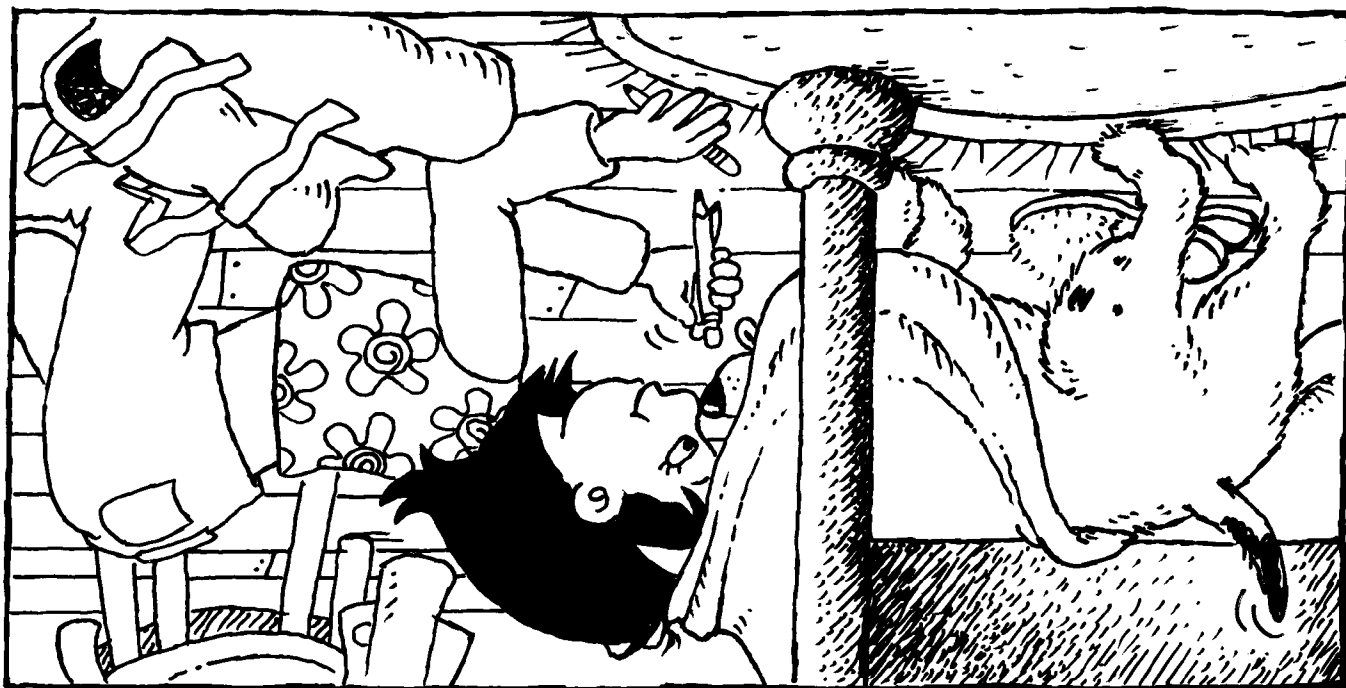


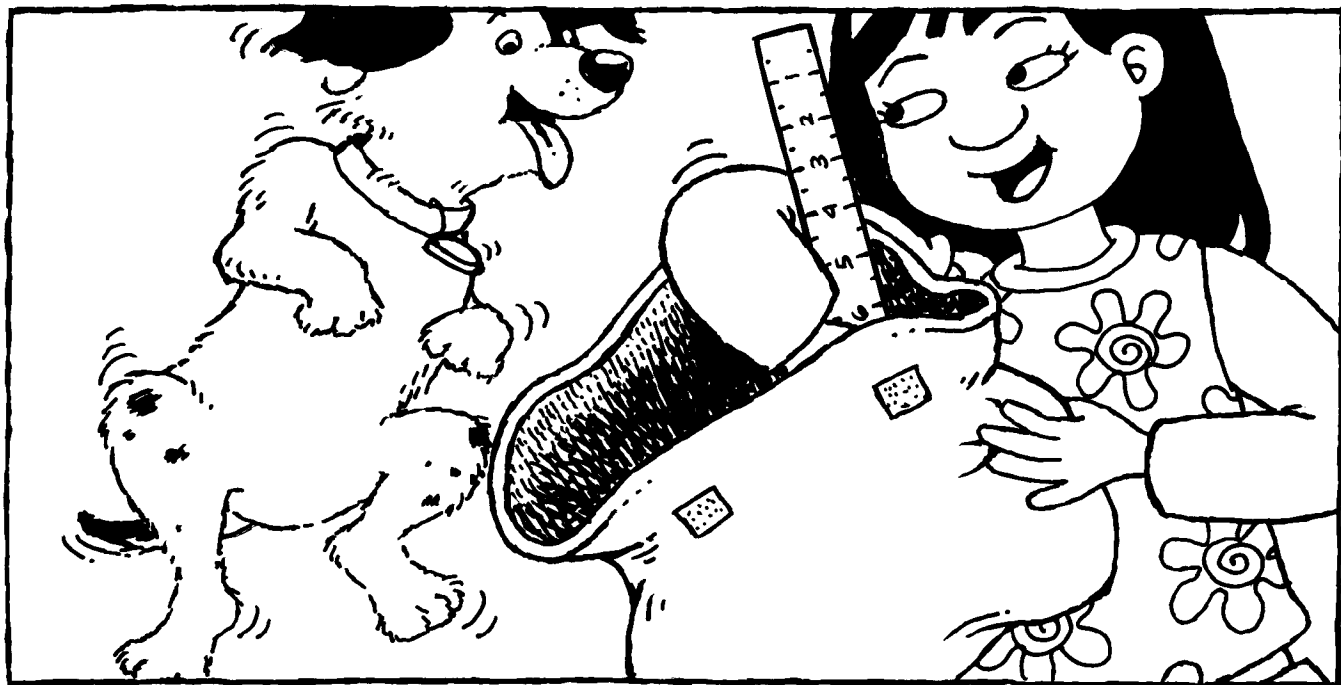
I get my backpack.

3

I get my pencils.

4



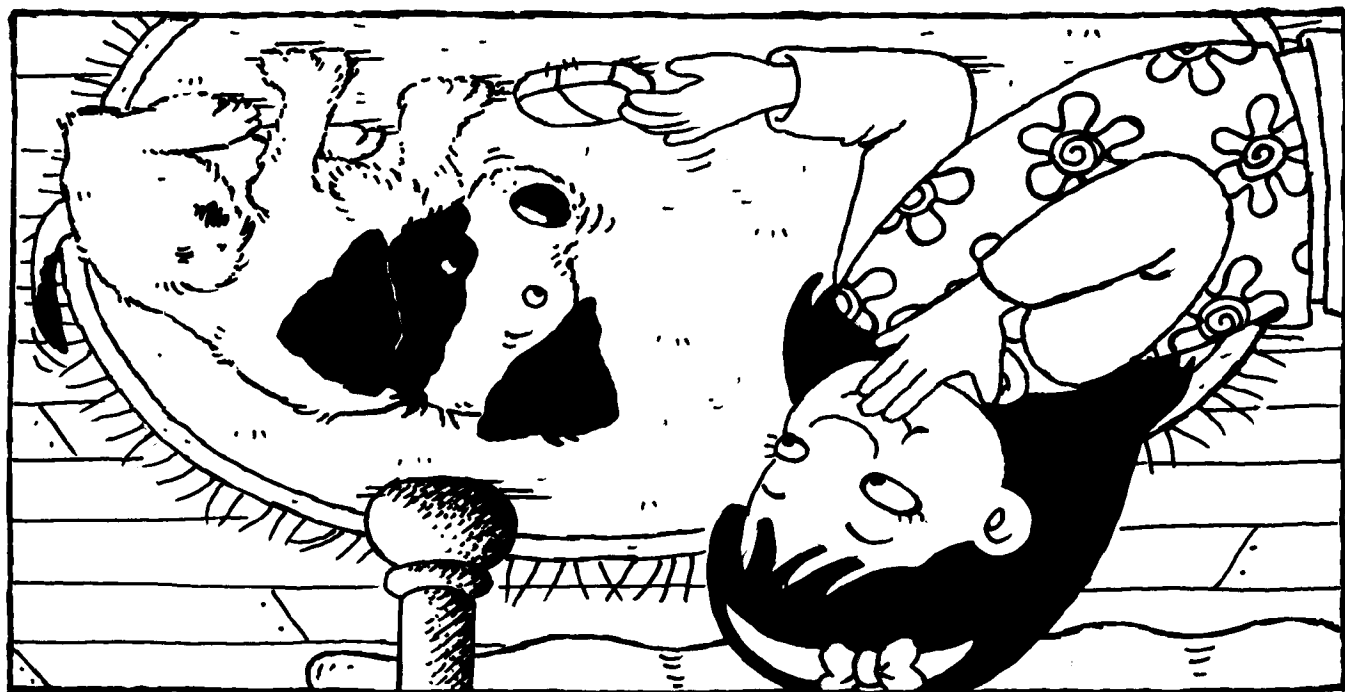


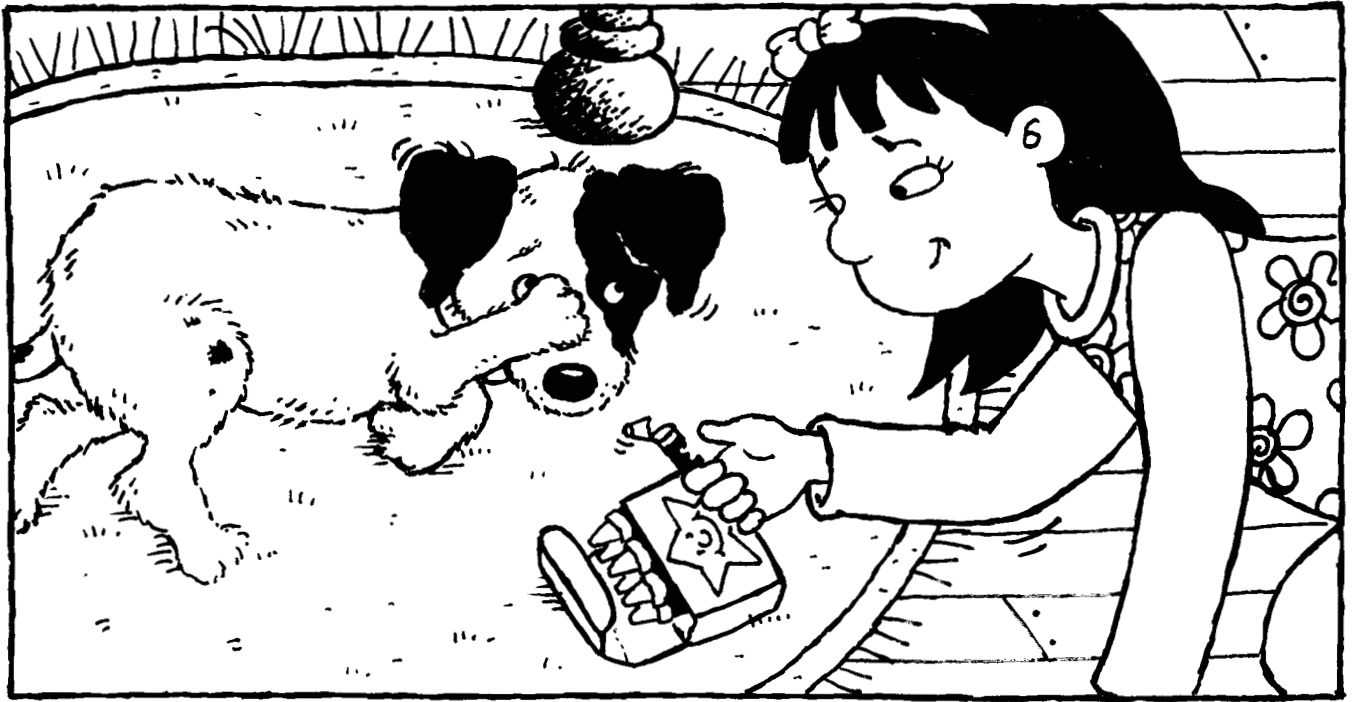
I get my ruler.

5

I get my eraser.

9



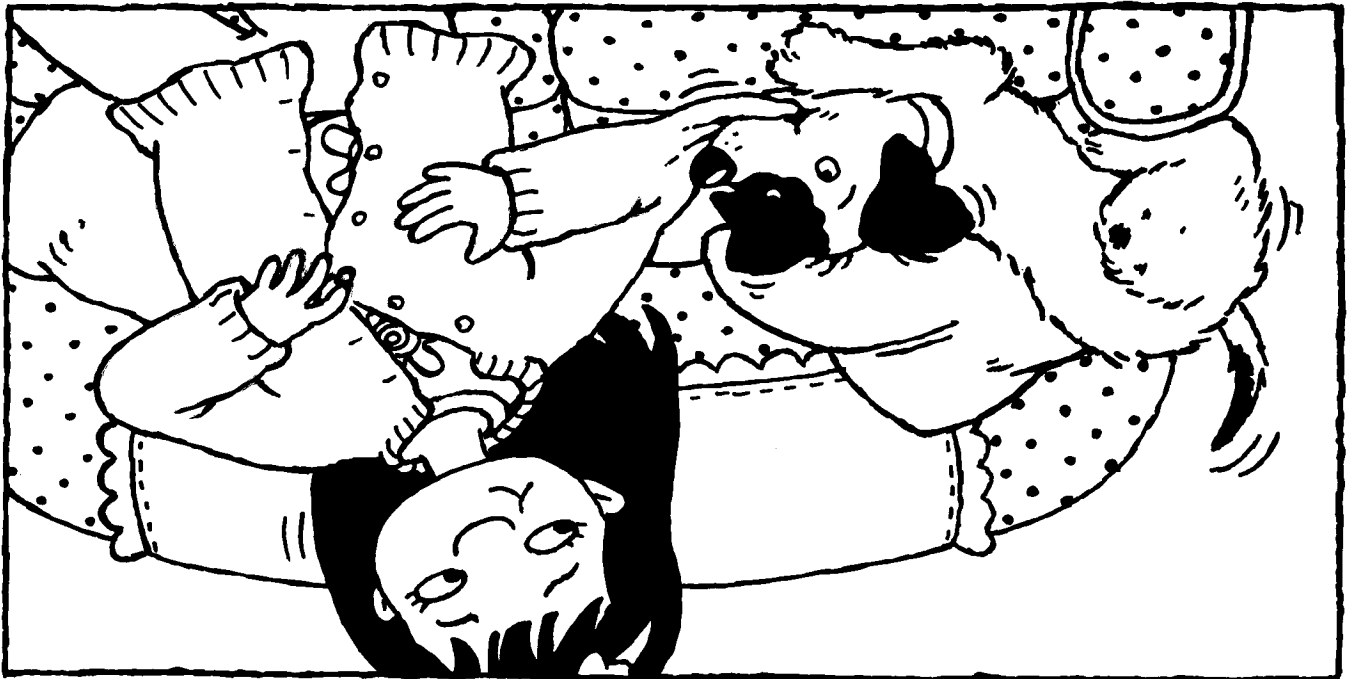


I get my crayons.

7

I get my sweater.

8



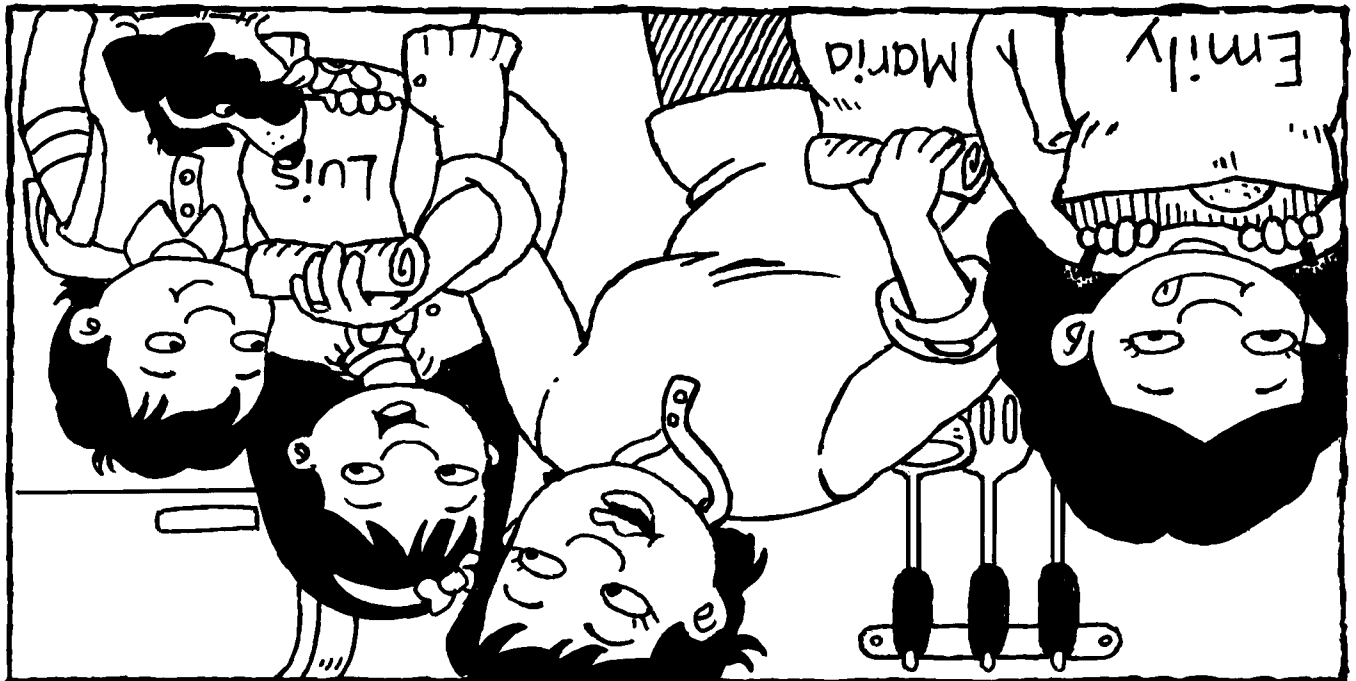


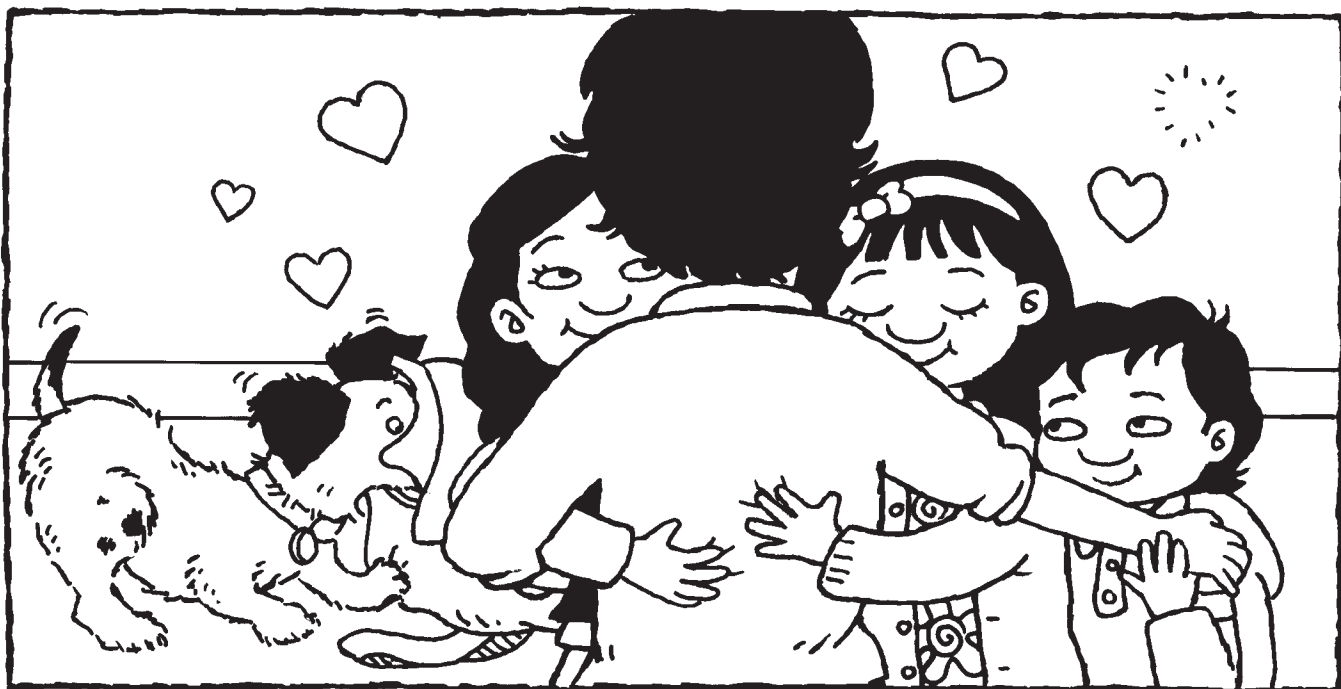
I get my brother.

9

I get my lunch.

10





I get my hug.

11

I get my ride.

12



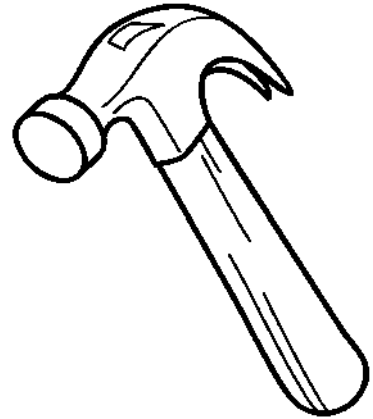
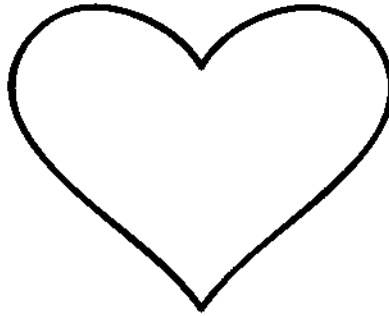
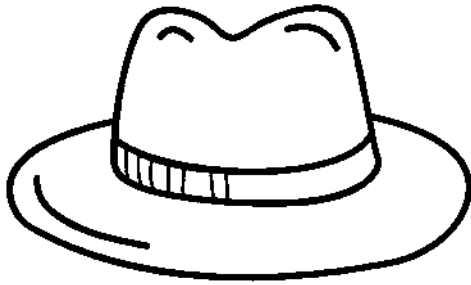
Name _____

INSTRUCTIONS: Have students write or draw the things Maria gets before going to school in the order she got them.

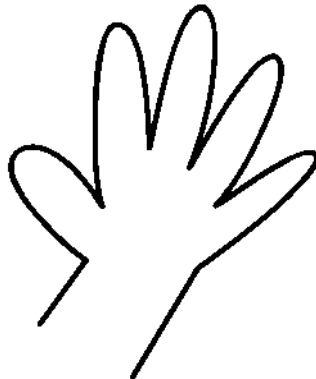
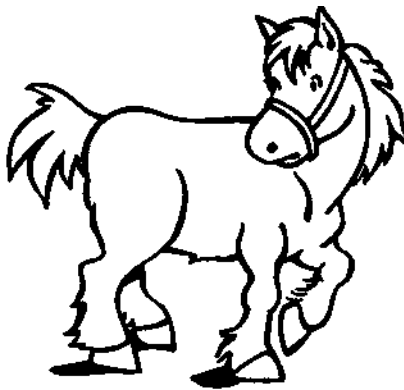
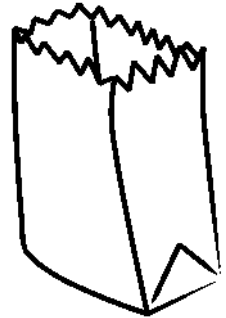
1	2	3
4	5	6
7	8	9

Name _____

INSTRUCTIONS: Have students color the pictures that have *h* as the first letter.



H h
hug



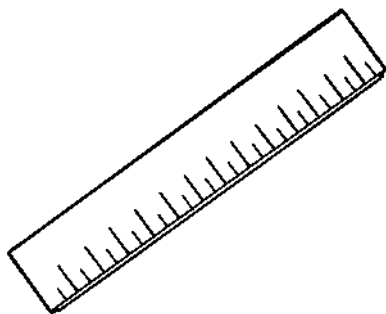
Name _____

Reading a-z

INSTRUCTIONS: Have students cut out the picture cards and sort them according to things that will fit in a backpack and things that will not fit in a backpack. Then have them sort the items into other groups of their choosing and tell what the groups are.



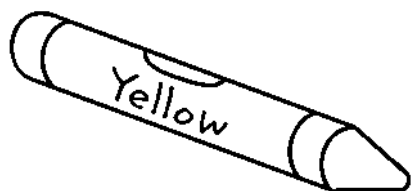
dog



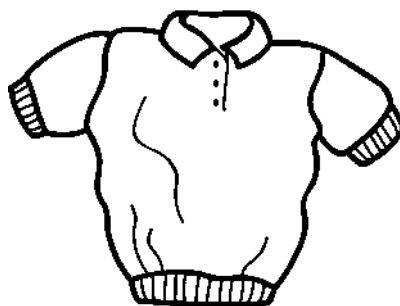
ruler



umbrella



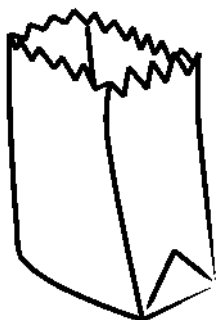
crayon



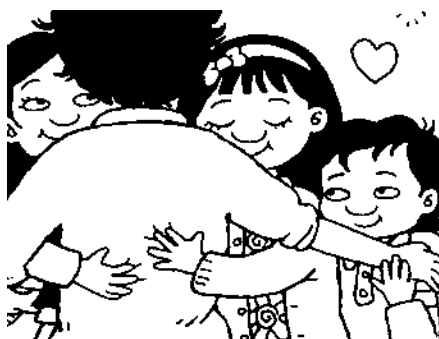
sweater



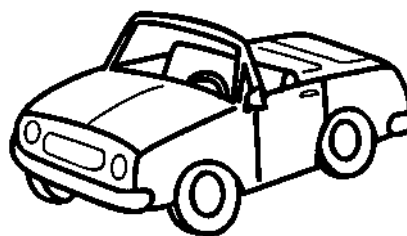
brother



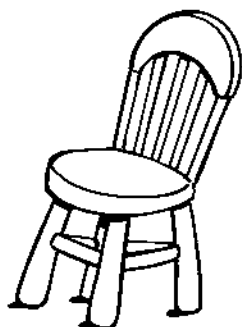
lunch



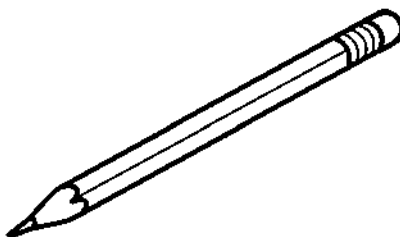
hug



ride



chair



pencil



picture

LEVELED READER • A

Maria Counts Pumpkins

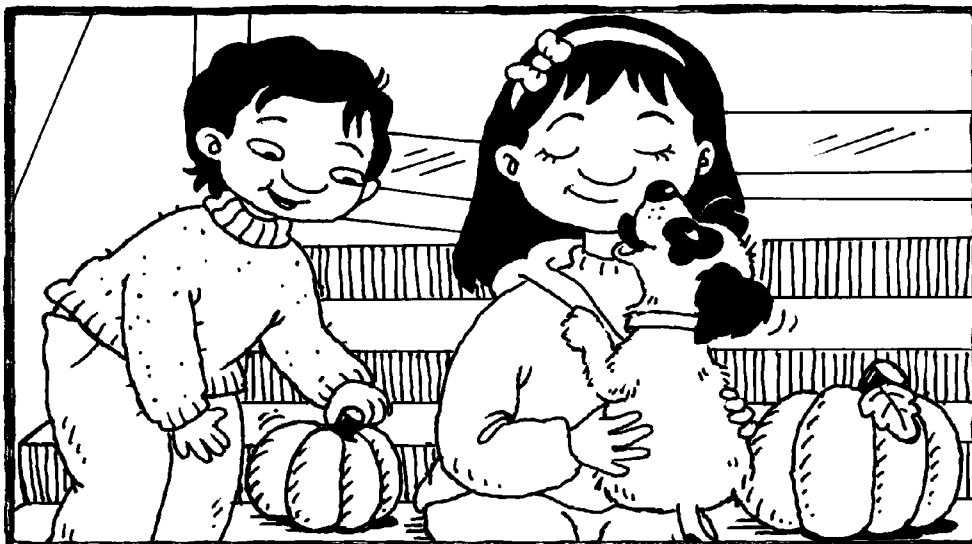


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Maria Counts Pumpkins

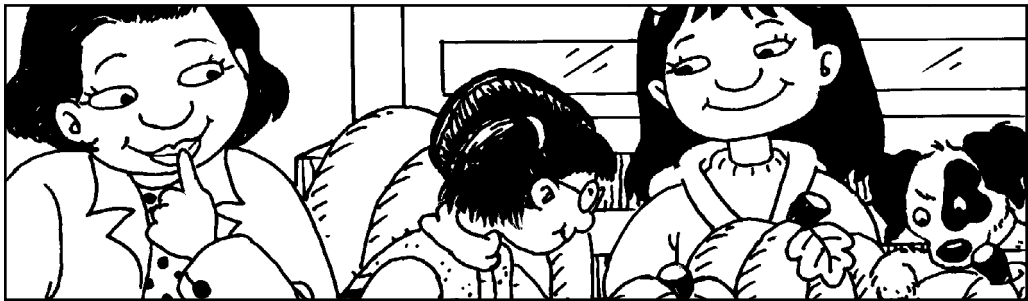
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Maria Counts Pumpkins



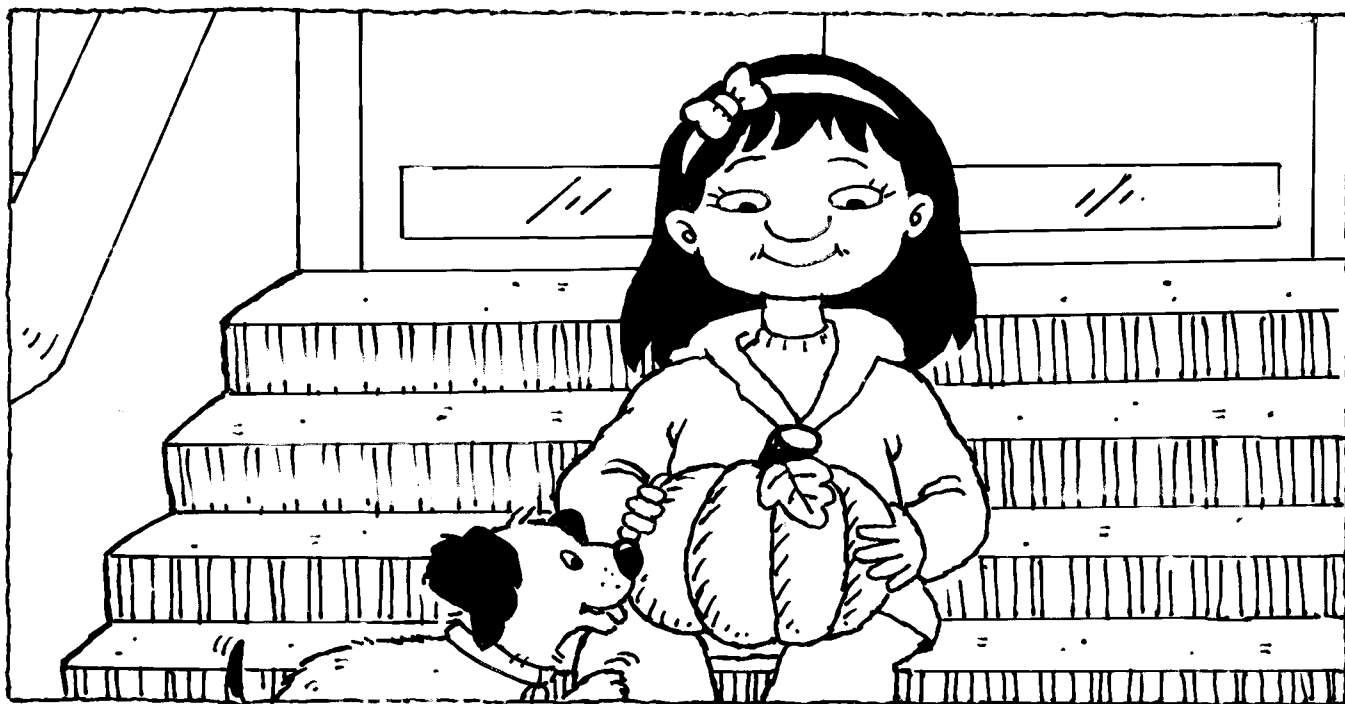
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A-1	DRA
1	Reading Recovery
A	Fountas & Pinnell

Correlation
LEVEL A

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Level A leveled Reader
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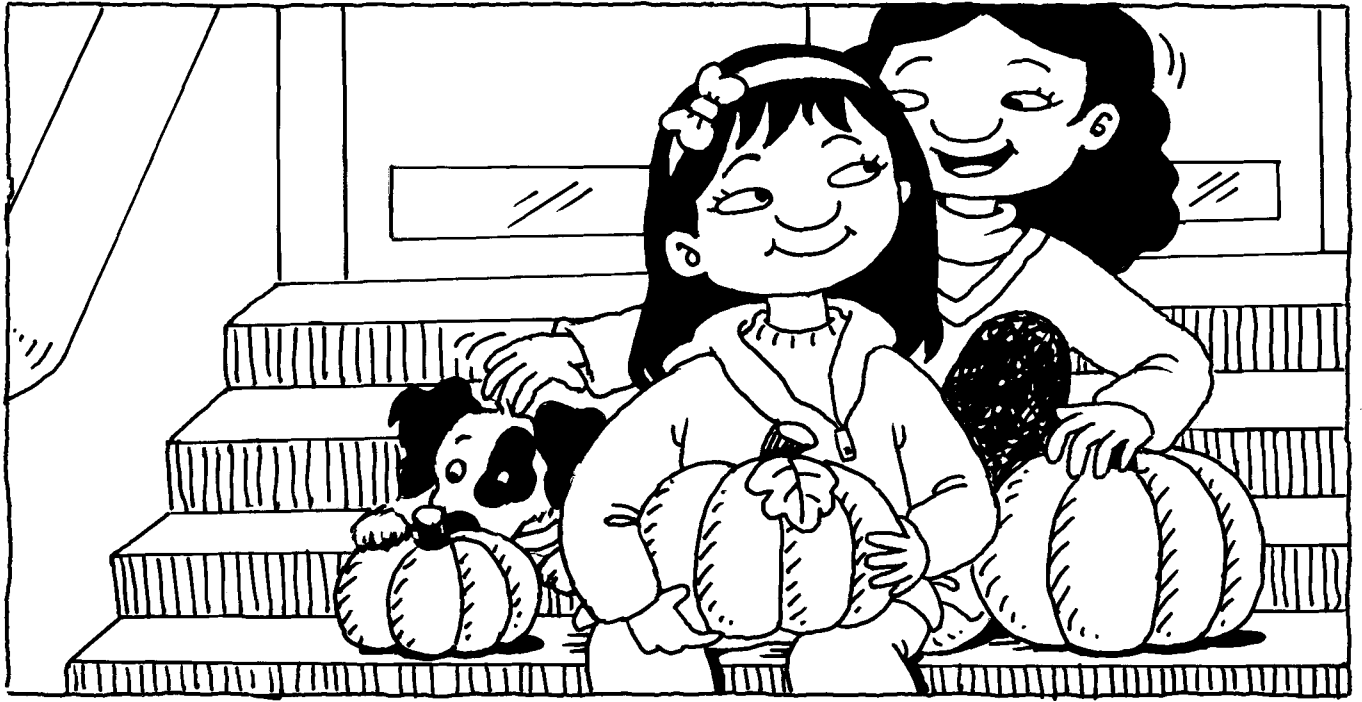
Maria has one pumpkin.

3

Maria has two pumpkins.

4



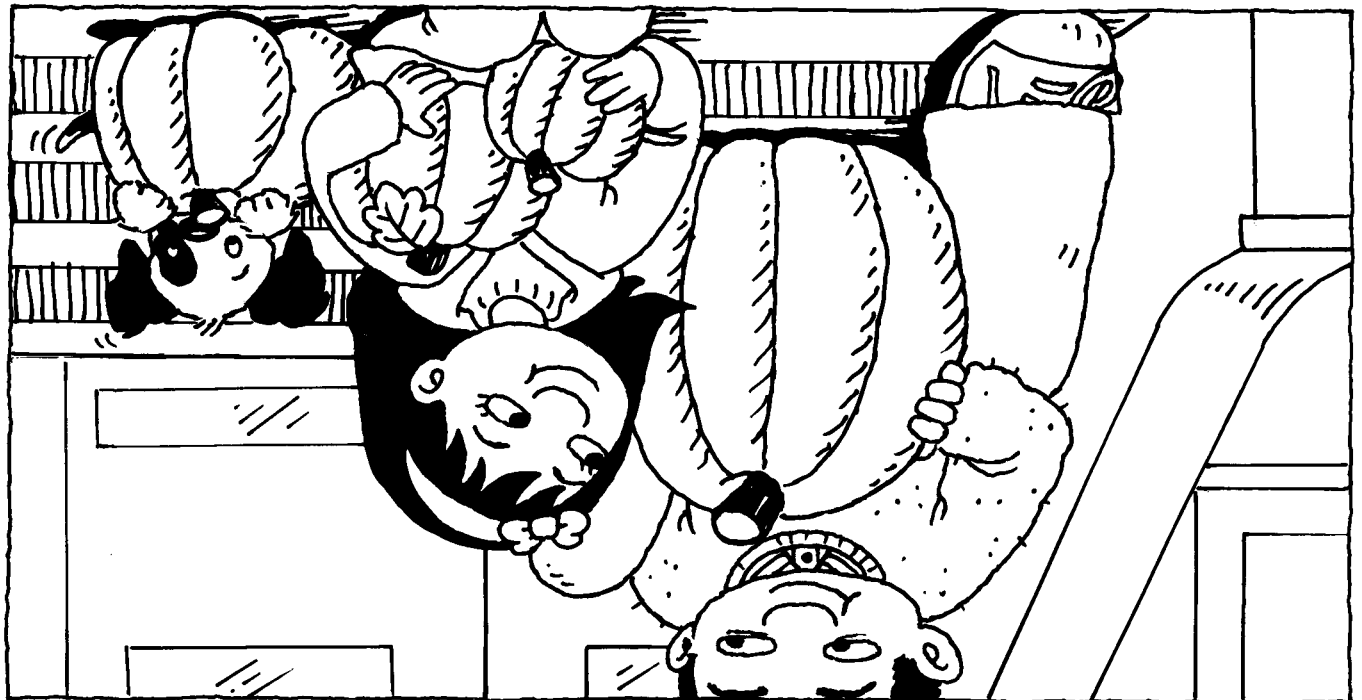


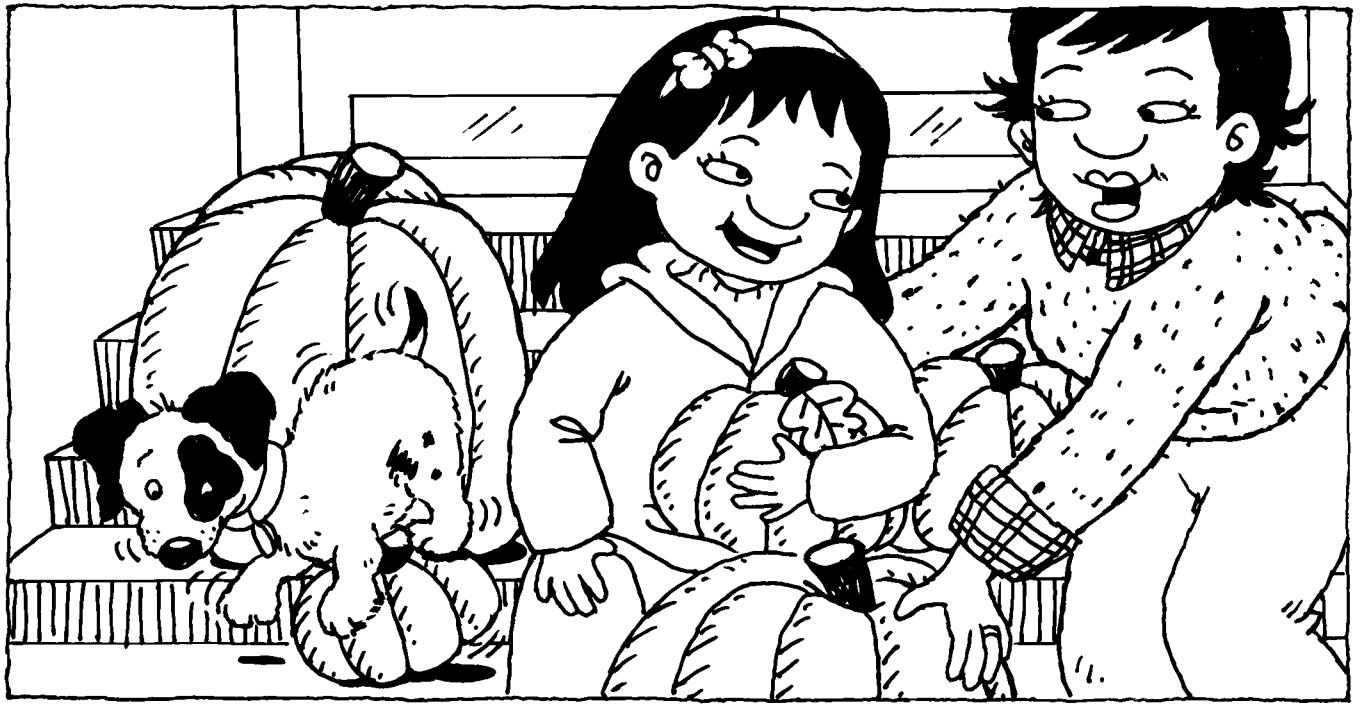
Maria has three pumpkins.

5

Maria has four pumpkins.

6



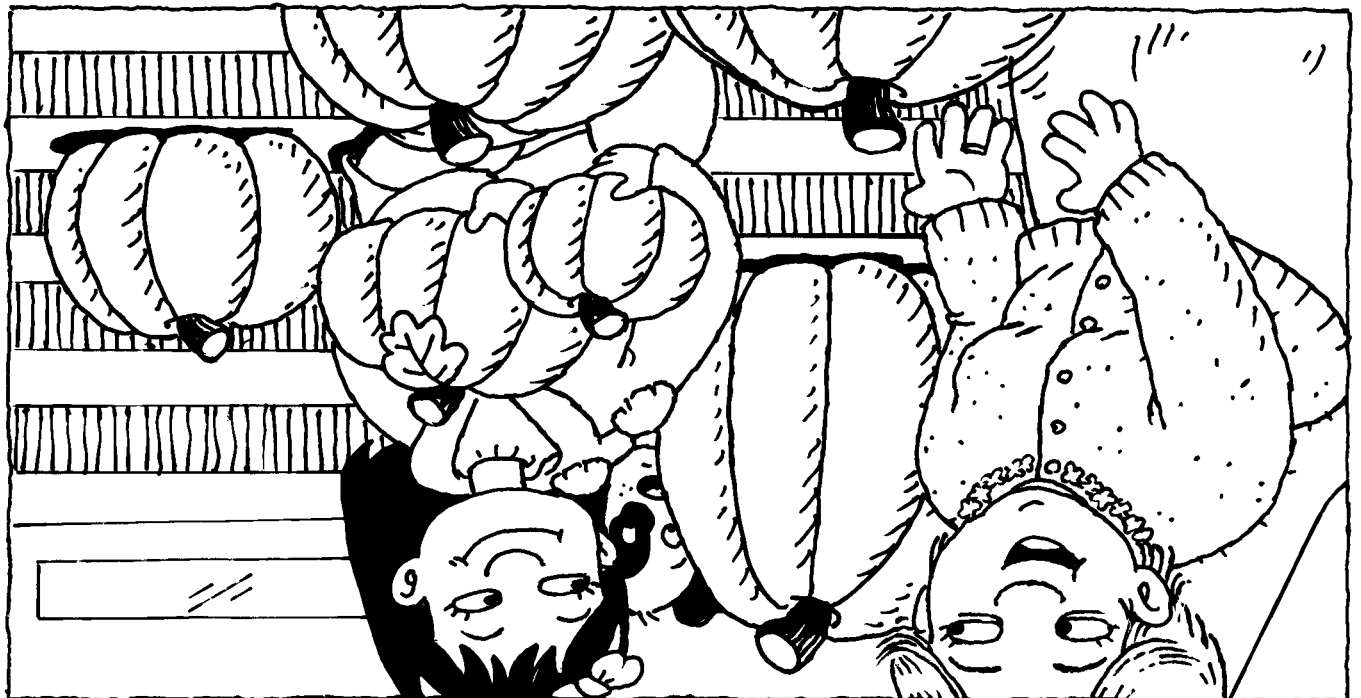


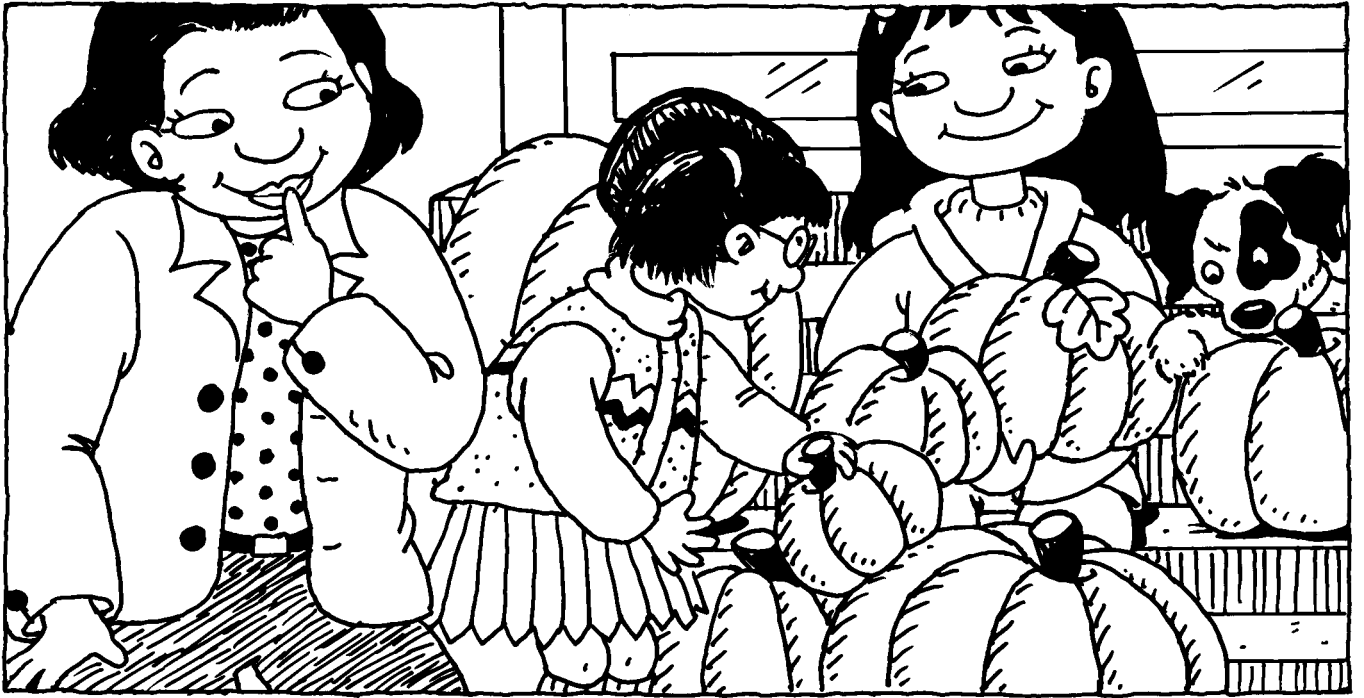
Maria has five pumpkins.

7

Maria has six pumpkins.

8



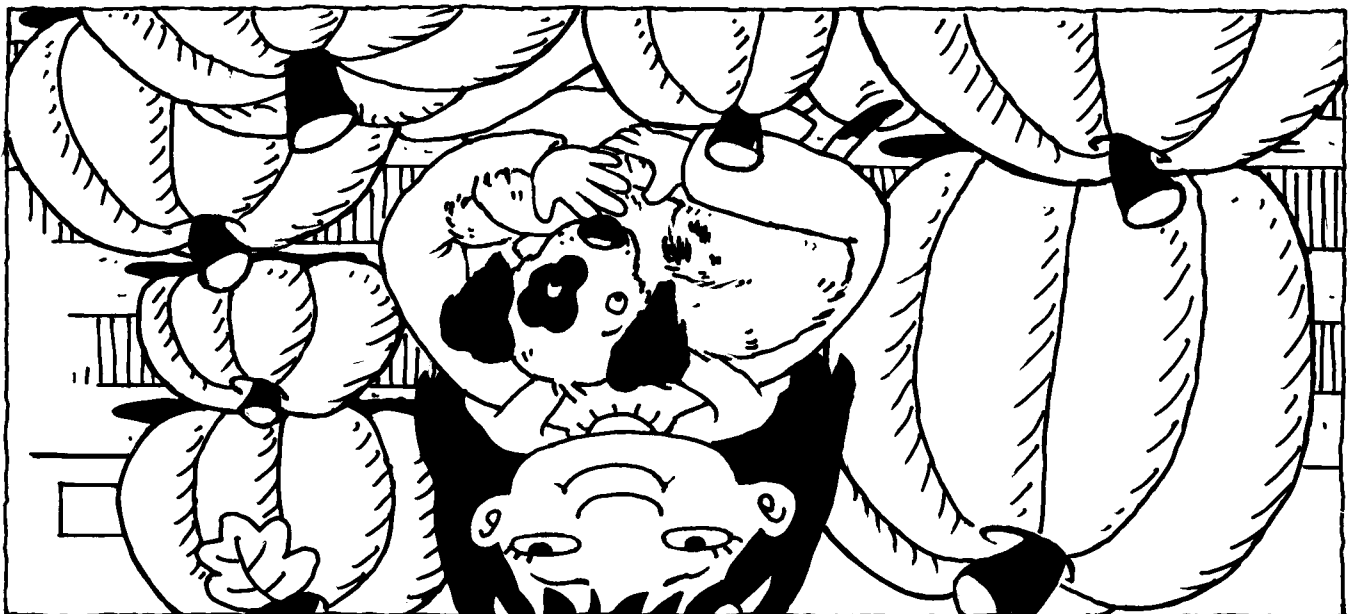


Maria has seven pumpkins.

9

Maria has too many pumpkins!

10



Name _____

INSTRUCTIONS: Have students create an illustration on the left to show the problem Maria had in the book *Maria Counts Pumpkins*. On the right have them create illustrations to show a problem they had and what their solution was.

Maria's Problem	My Problem
Maria's Solution	My Solution

Name _____

INSTRUCTIONS: Have students cut out the pictures at the bottom of the page. Then have them count the pumpkins in each picture and paste the pictures next to the matching number word.

three _____

four _____

two _____

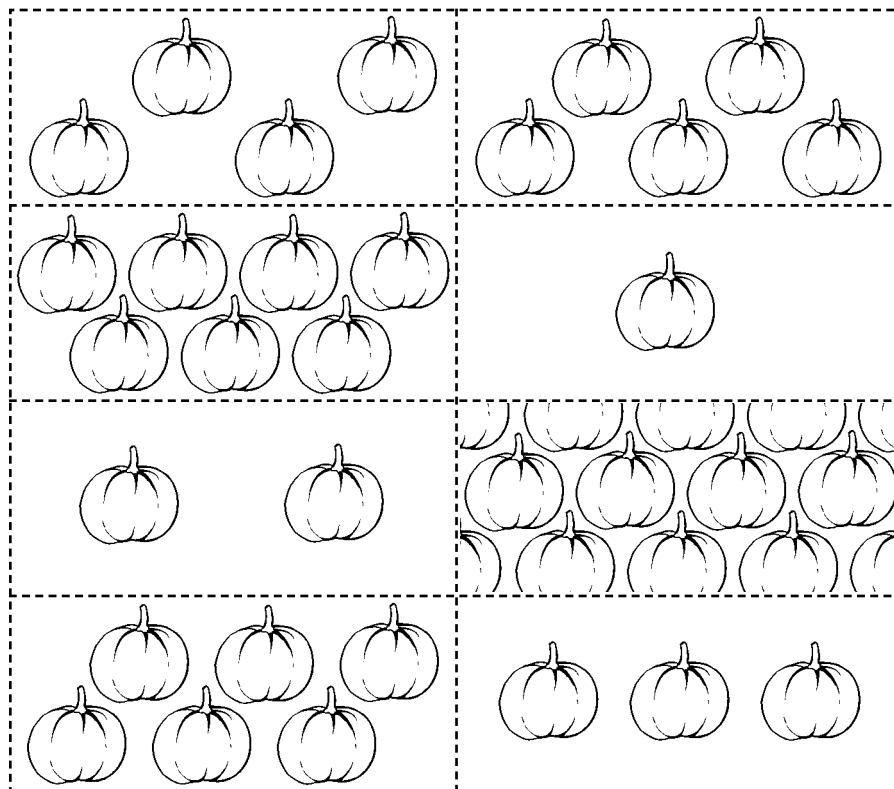
one _____

five _____

seven _____

six _____

too many _____



We Can Make Sounds

A Reading A-Z Level A Leveled Reader

Word Count: 25



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We Can Make Sounds

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Written by Annette Carruthers

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We Can Make Sounds
Level A Leveled Reader
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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



We can clap.



We can snap.



We can pop.



We can tap.



We can rap.



We can slap.



We can stomp.

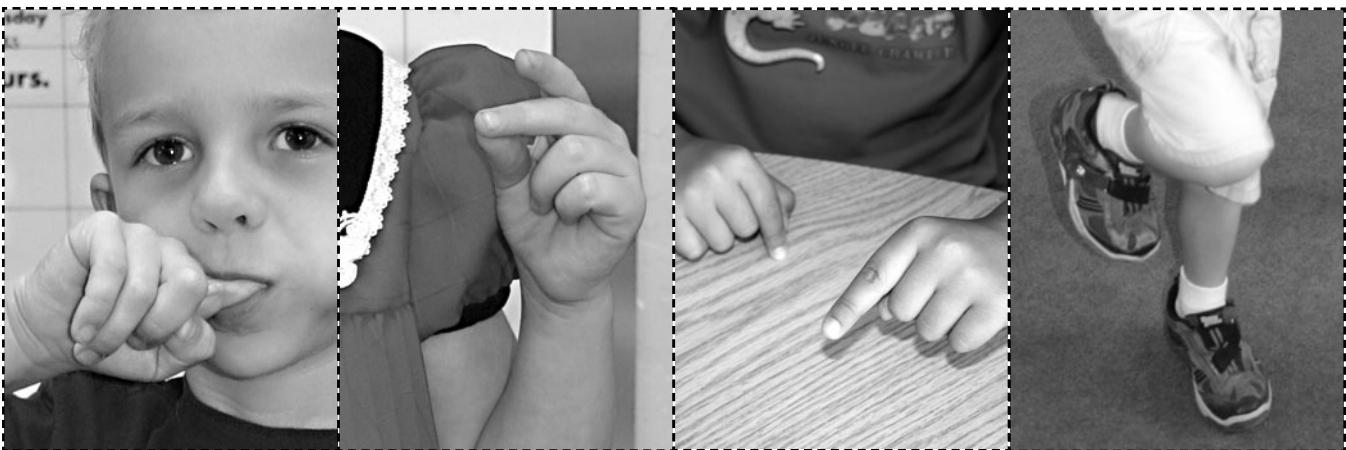


We can make sounds.

Name _____

Hands	Feet	Other

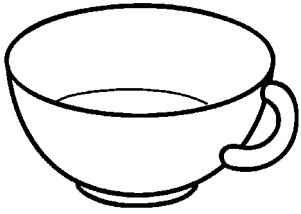
WE CAN MAKE SOUNDS • LEVEL A • 1



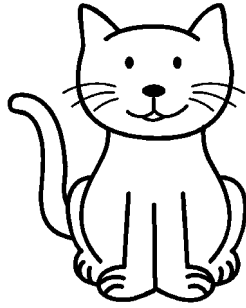
SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Have students cut out the pictures above. Then have them paste each picture in the correct column according to how the sound is made.

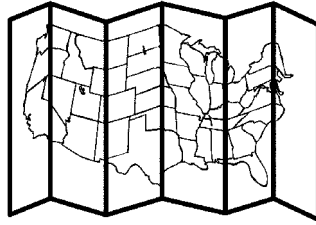
Name _____



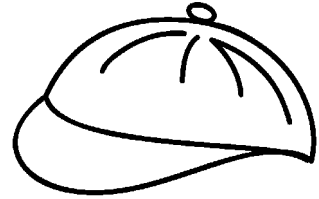
cup



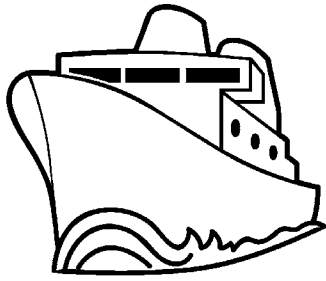
cat



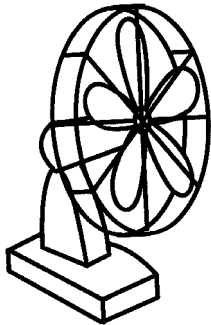
map



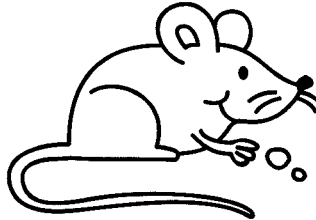
cap



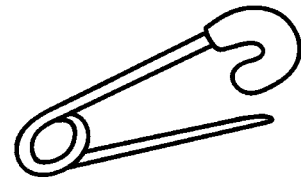
ship



fan



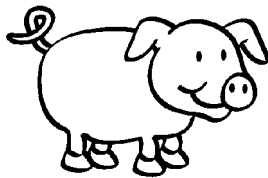
mouse



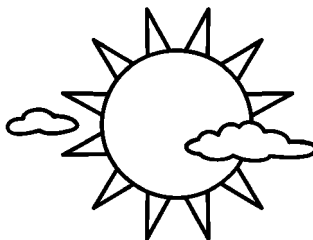
pin



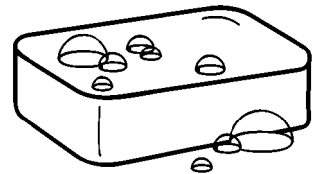
top



pig



sun



soap

INSTRUCTIONS: Name the pictures with students. Have students circle the words that end with /p/.

Name _____

clap

pop

rap

snap

tap

click

WE CAN MAKE SOUNDS • LEVEL A • 3

a c c l i k t

n o p p r s

SKILL: SOUND WORDS

INSTRUCTIONS: Review the sound words together. Have students cut out the letters to make each sound word. If the activity is too challenging, modify it by having students make only CVC words (*pop*, *tap*, *rap*). For additional challenge have the students use the letters to create new words.

Hot and Cold

A Reading A-Z Level A Leveled Reader

Word Count: 38



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LEVELED READER • A

Hot and Cold



Written by Annette Carruthers

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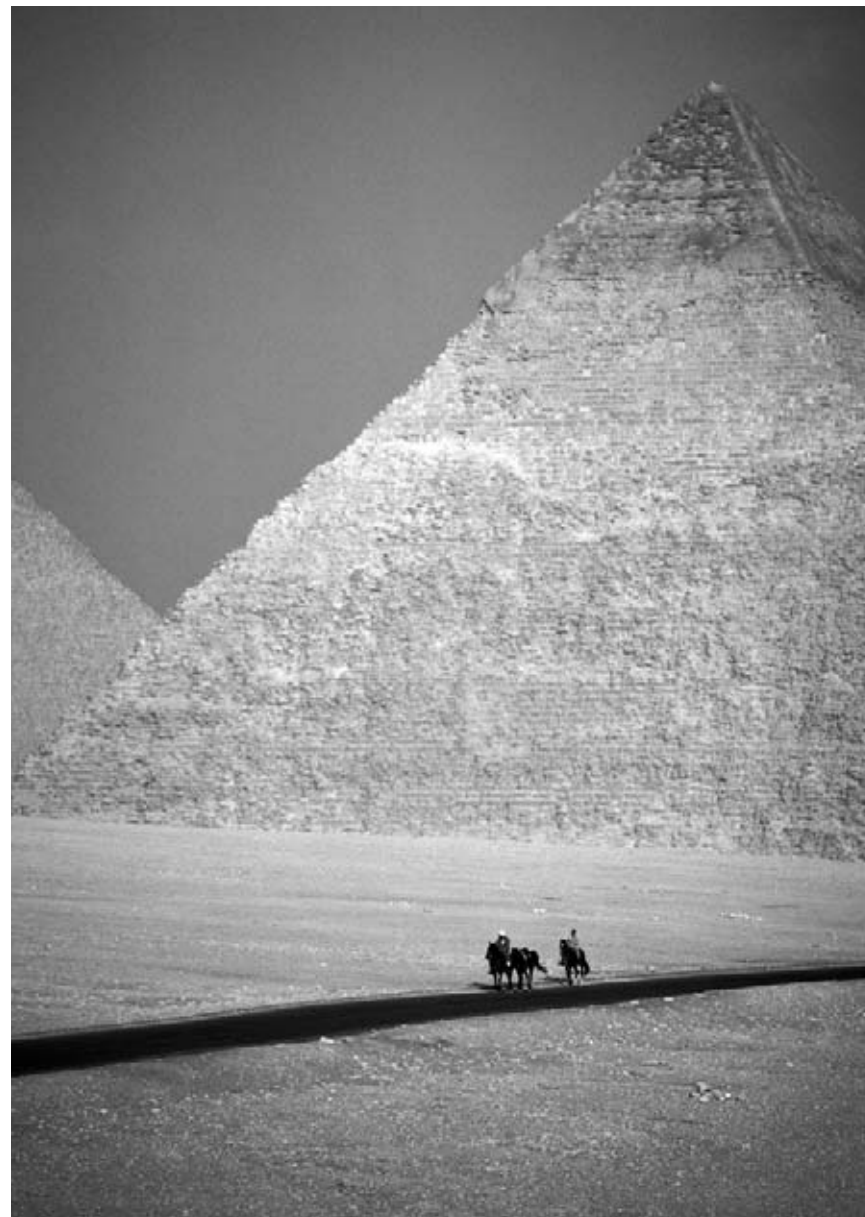
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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



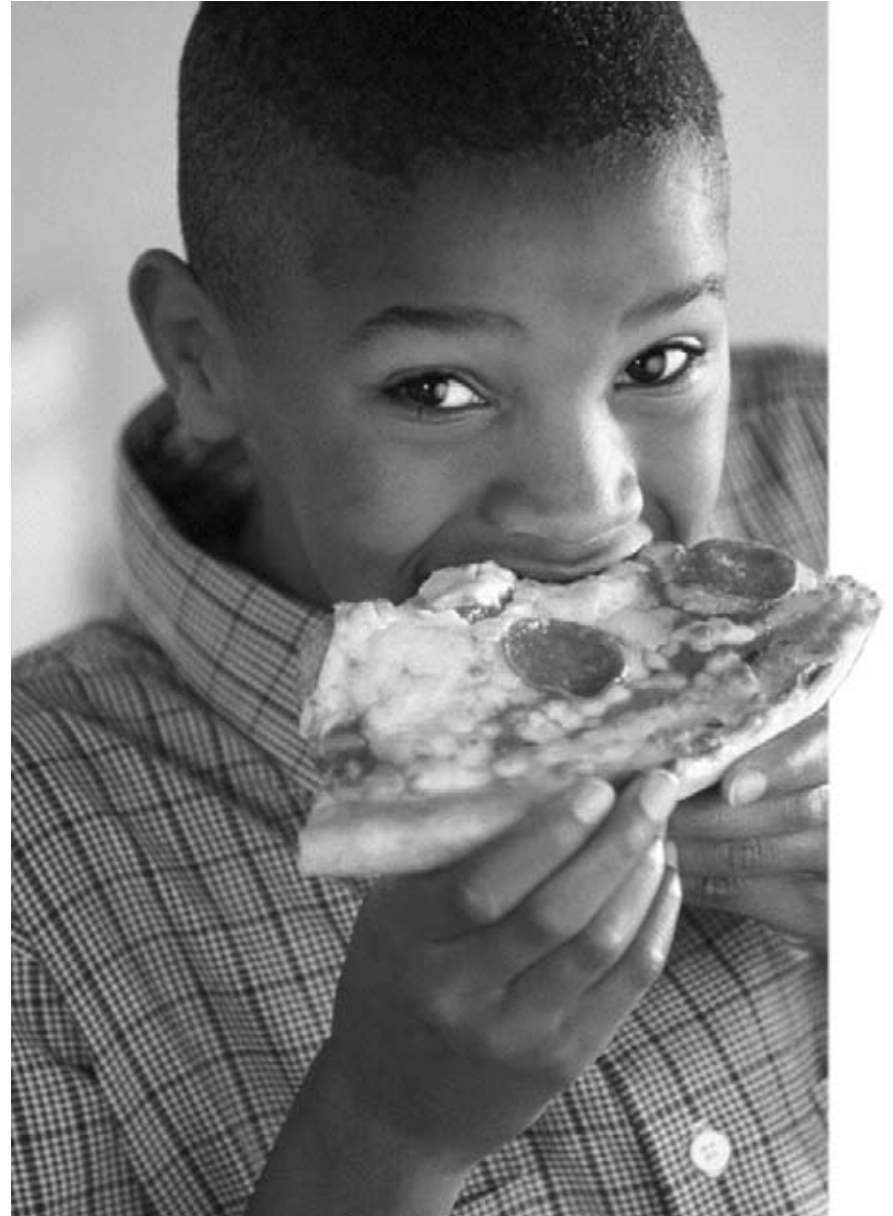
Things can be hot or cold.



A place can be hot.



A place can be cold.



Food can be hot.



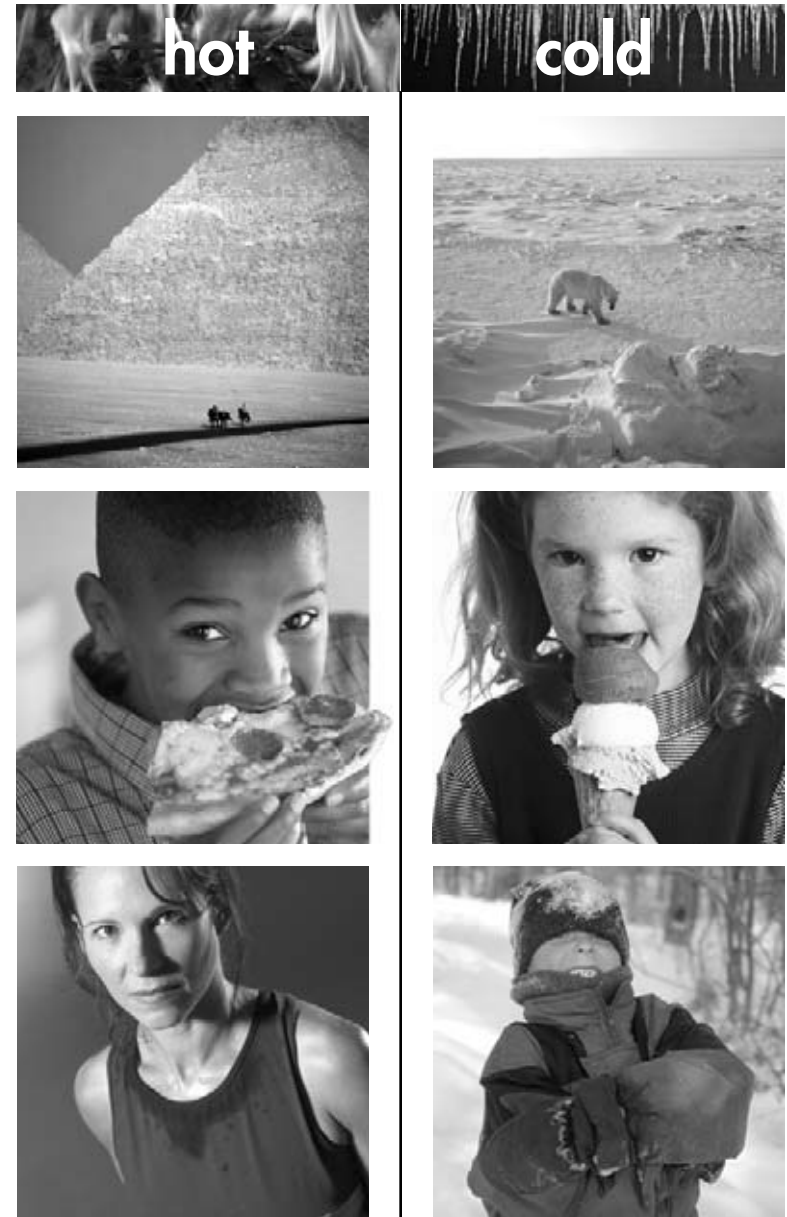
Food can be cold.



People can be hot.



People can be cold.



Things can be hot or cold.

Name _____

Hot	Cold



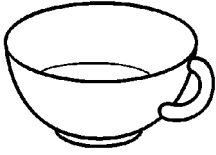
INSTRUCTIONS: Have students cut out the pictures at the bottom of the page. Then have them paste each picture in the correct column.

Name _____

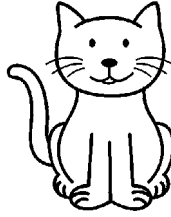
Reading a-z

c

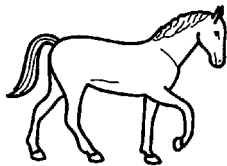
h



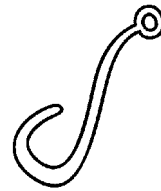
c





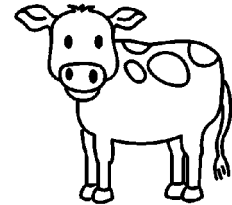






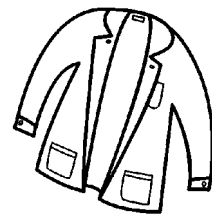












HOT AND COLD • LEVEL A • 2

SKILL: INITIAL CONSONANTS

INSTRUCTIONS: Name the pictures with students. Have them write the beginning sound for each word.

Name _____

can	
be	
or	
A	

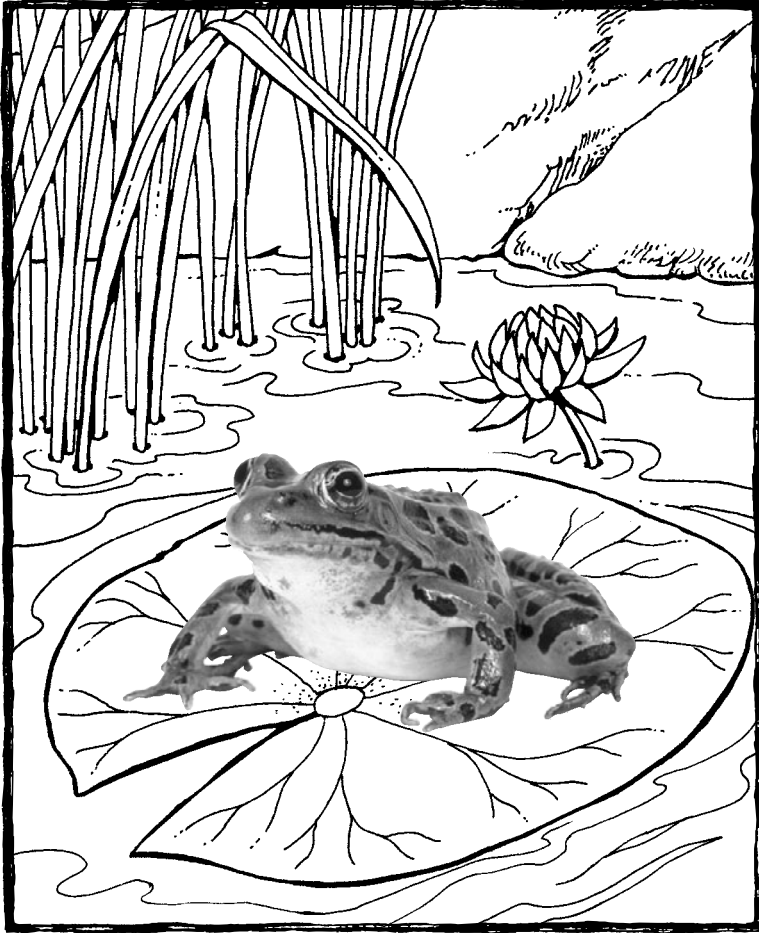
c	b	n	A
o	a	r	e

INSTRUCTIONS: Have students cut out the letters at the bottom of the page and use them to make each word next to the model. For an additional challenge, have students read the vocabulary word, cover the word, and build the word from visual memory.

What Lives Here?

A Reading A-Z Level A Leveled Reader

Word Count: 40

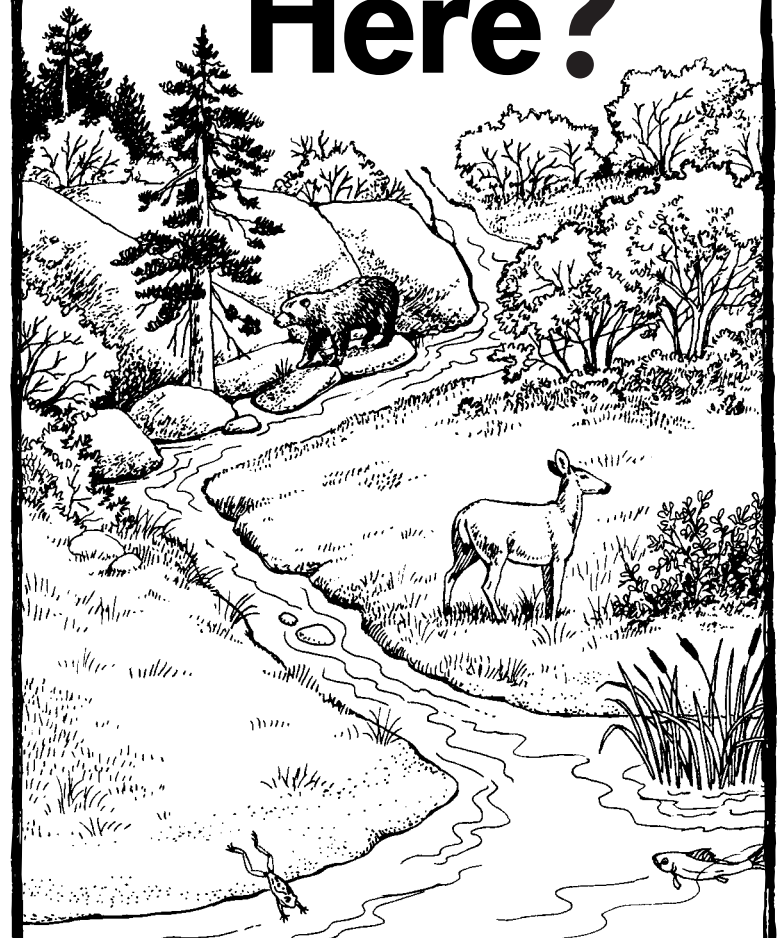


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LEVELED READER • A

What Lives Here?



Written by R. K. Burrice • Illustrated by Cende Hill

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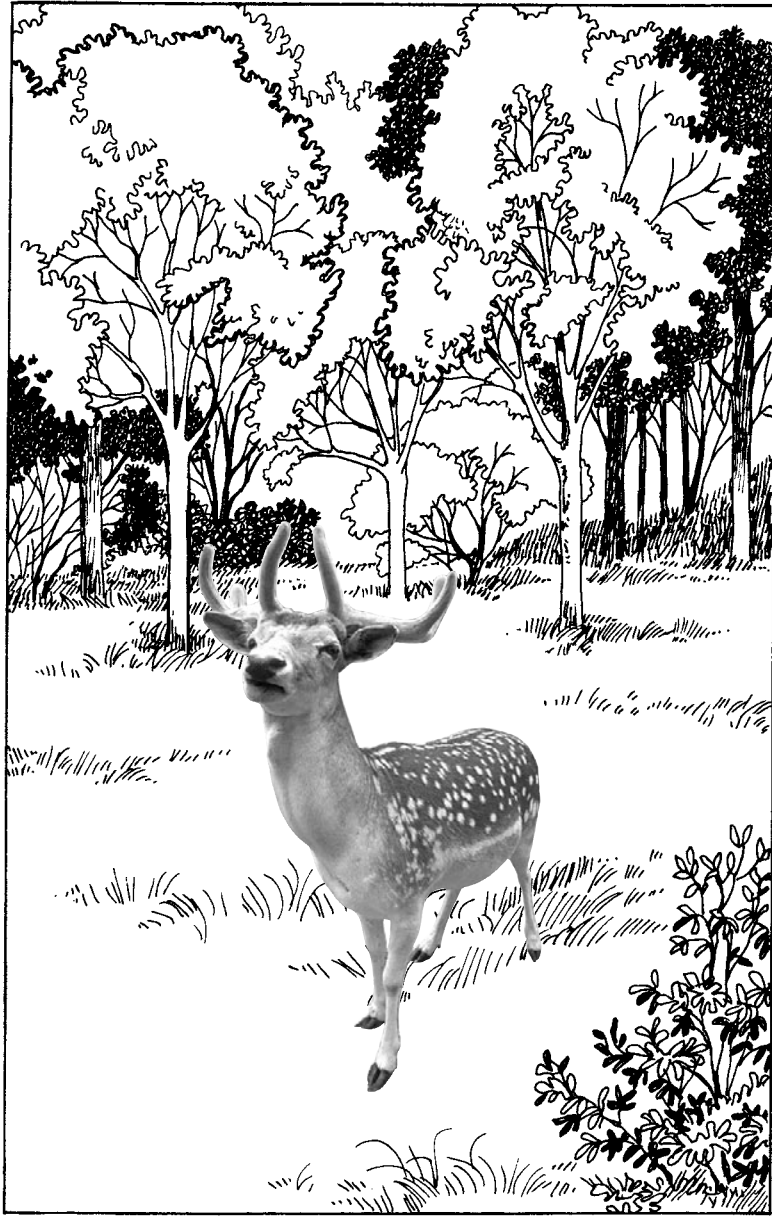
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



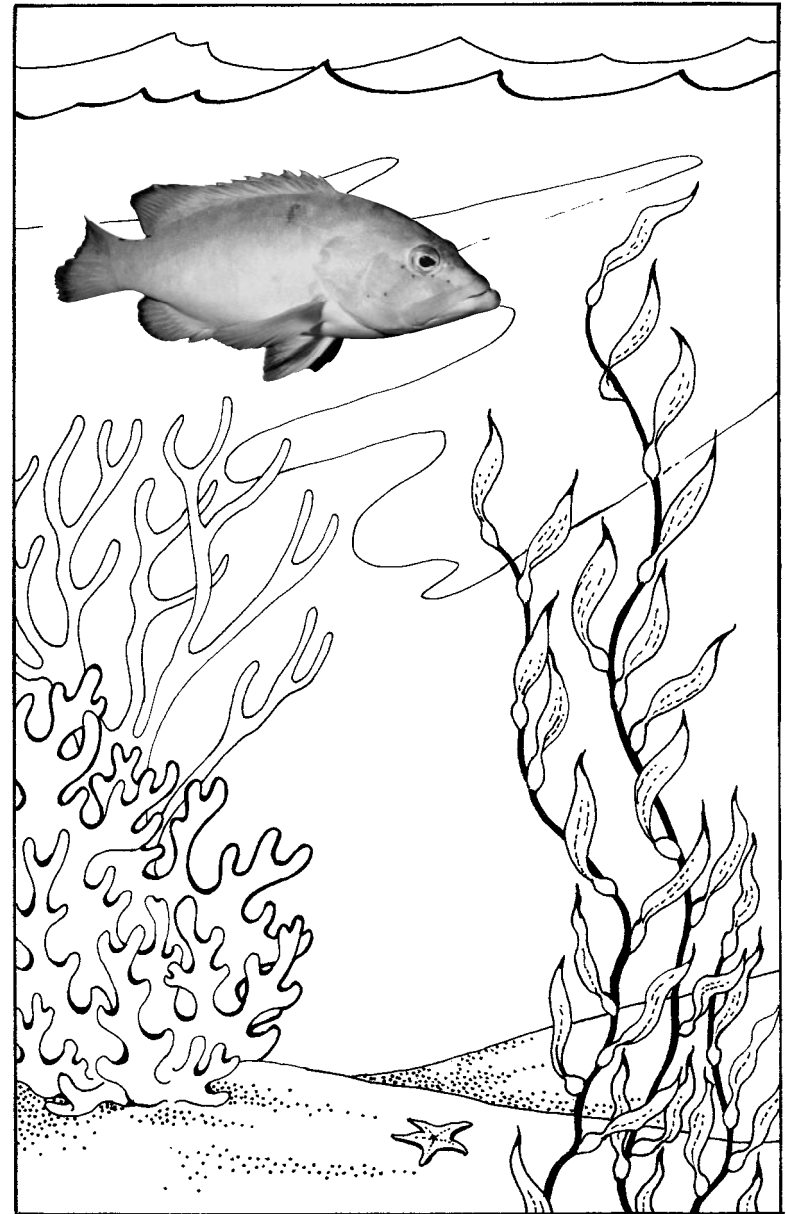
Animals live here.



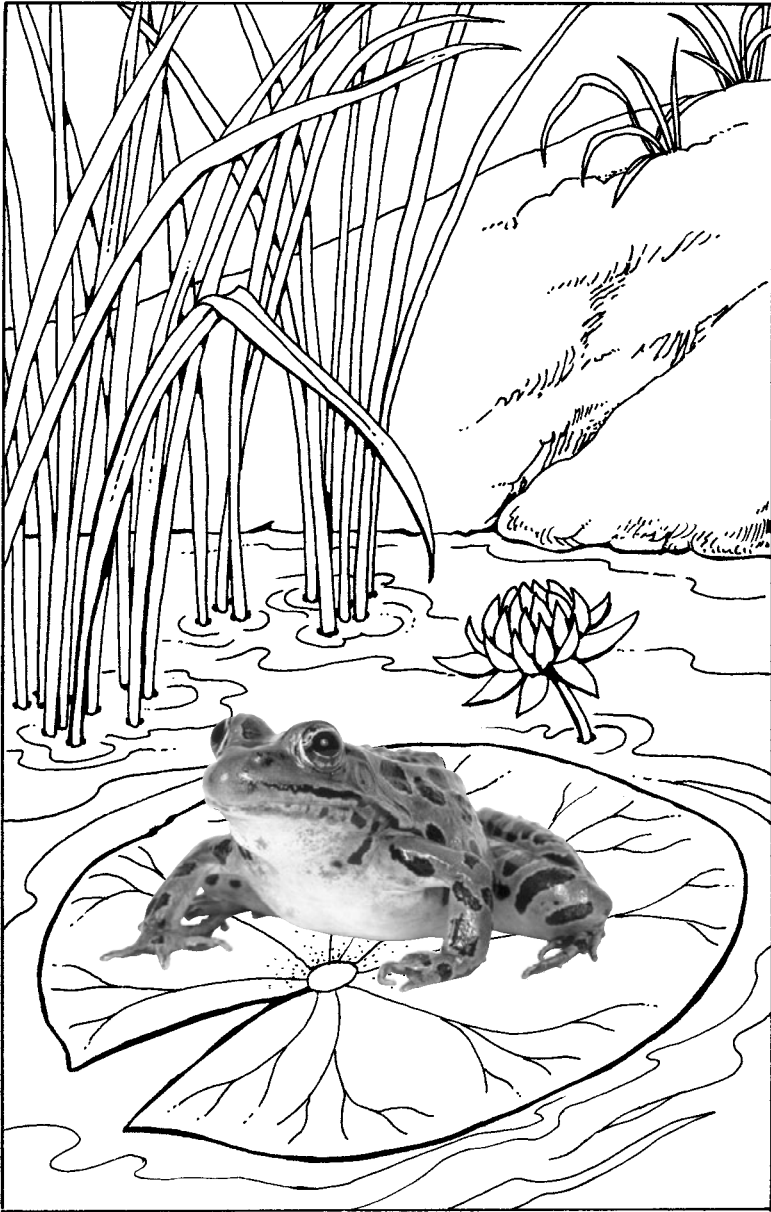
A bear lives here.



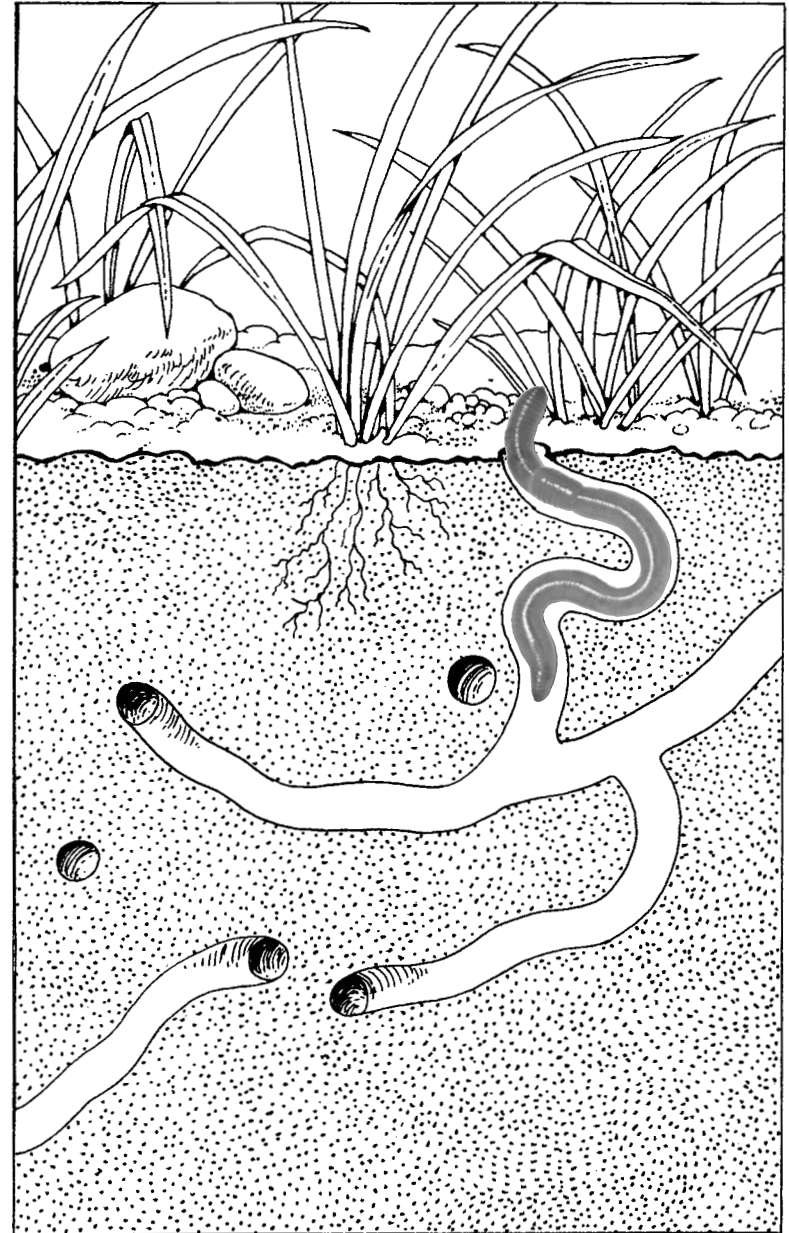
A deer lives here.



A fish lives here.



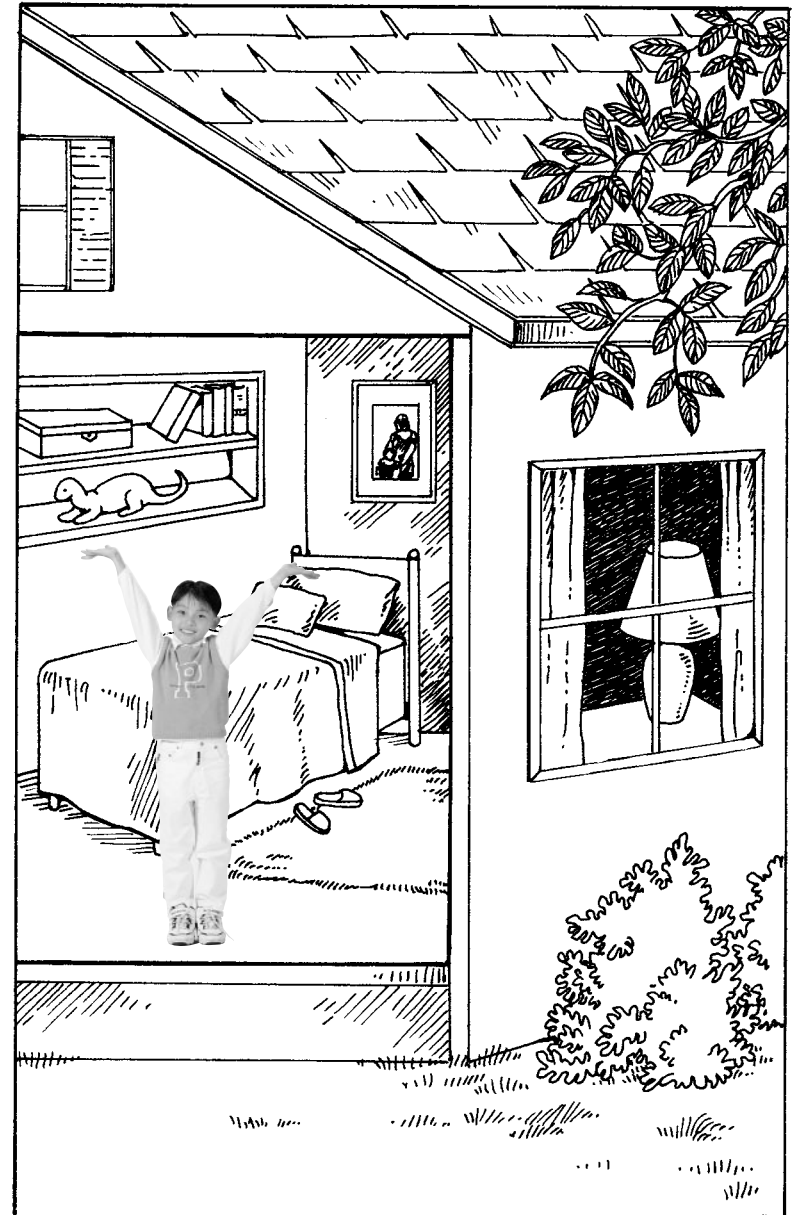
A frog lives here.



A worm lives here.

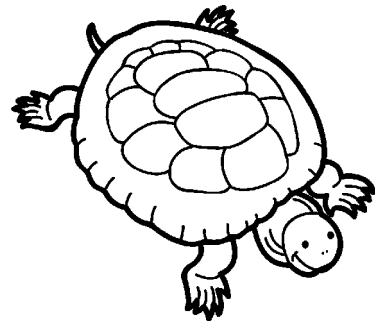
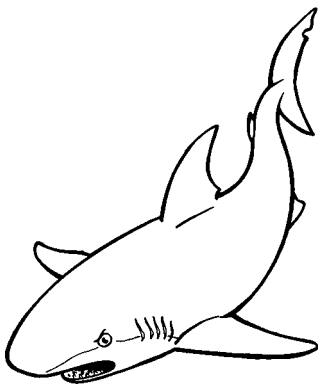
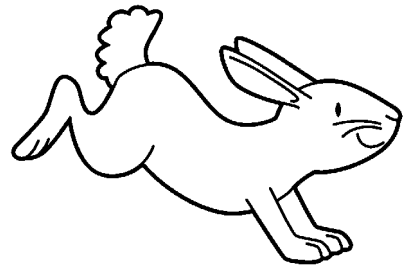
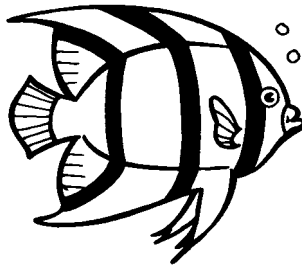
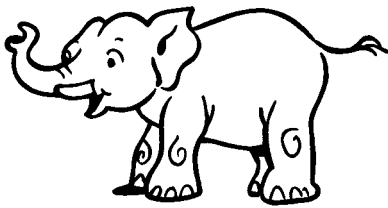
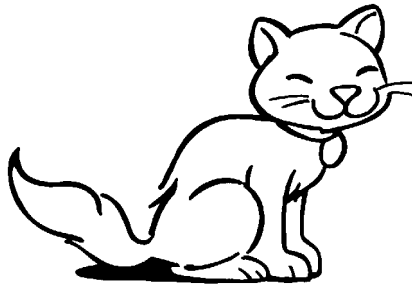
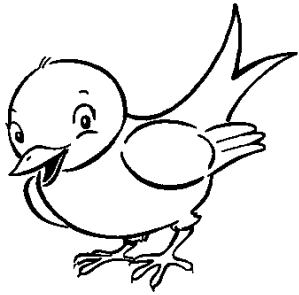


A bee lives here.



A child lives here.

Name _____

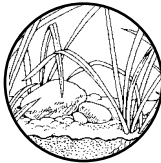


WHAT LIVES HERE? • LEVEL A • 1

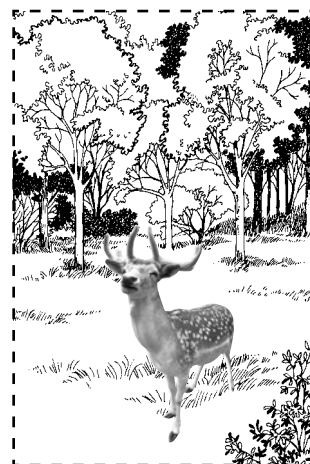
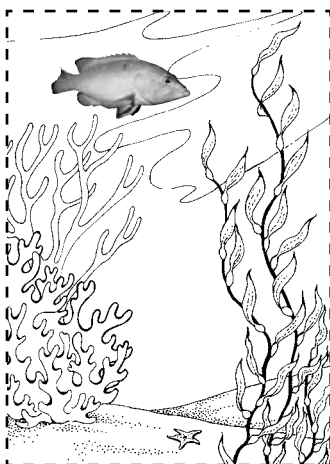
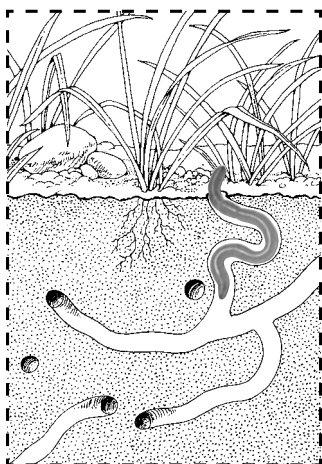
PICTURE CARDS

Instructions: Have students cut apart the picture cards and sort them into groups.

Name _____

 Trees	 Ground	 Water

WHAT LIVES HERE? • LEVEL A • 2

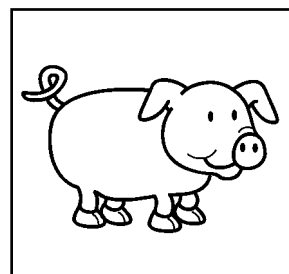
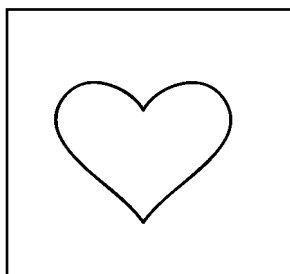
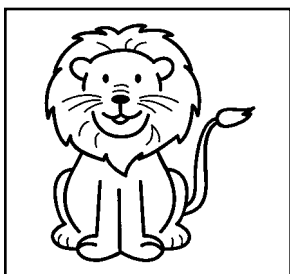
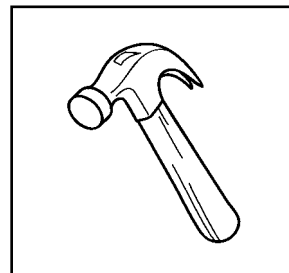
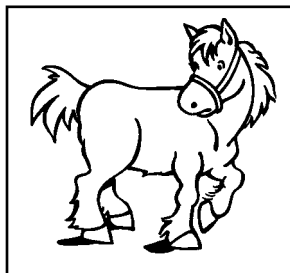
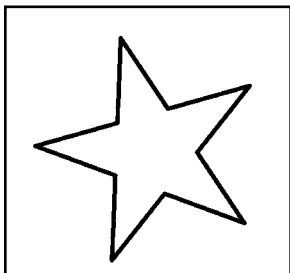
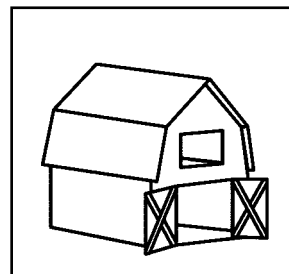
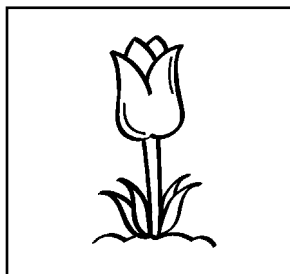
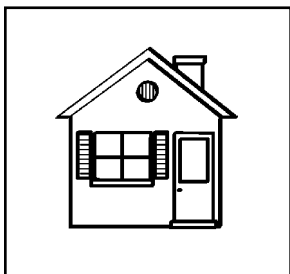


SKILL: CLASSIFY INFORMATION

Instructions: Read the headings with students. Have them cut out the pictures at the bottom of the page and paste them in the correct column.

Name _____

H h

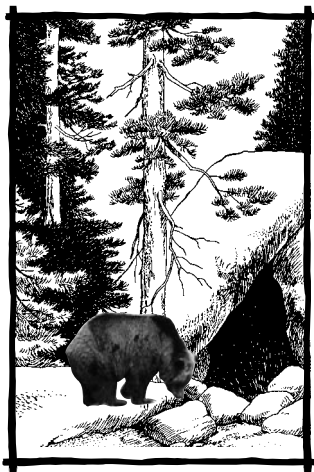


WHAT LIVES HERE? • LEVEL A • 3

SKILL: INITIAL CONSONANT Hh

Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then have them write the letter *Hh* on the line below each picture that begins with the /h/ sound.

Name _____



WHAT LIVES HERE? • LEVEL A • 4



A	frog	bear	A
here	lives	here	lives

SKILL: PERIODS

Instructions: Read each word in the boxes aloud to students. Have them use the words to write a sentence about each picture.

What I Like

A Reading A-Z Level A Leveled Reader

Word Count: 24



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What I Like



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Correlation

LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



I like flowers.



I like trees.



I like birds.



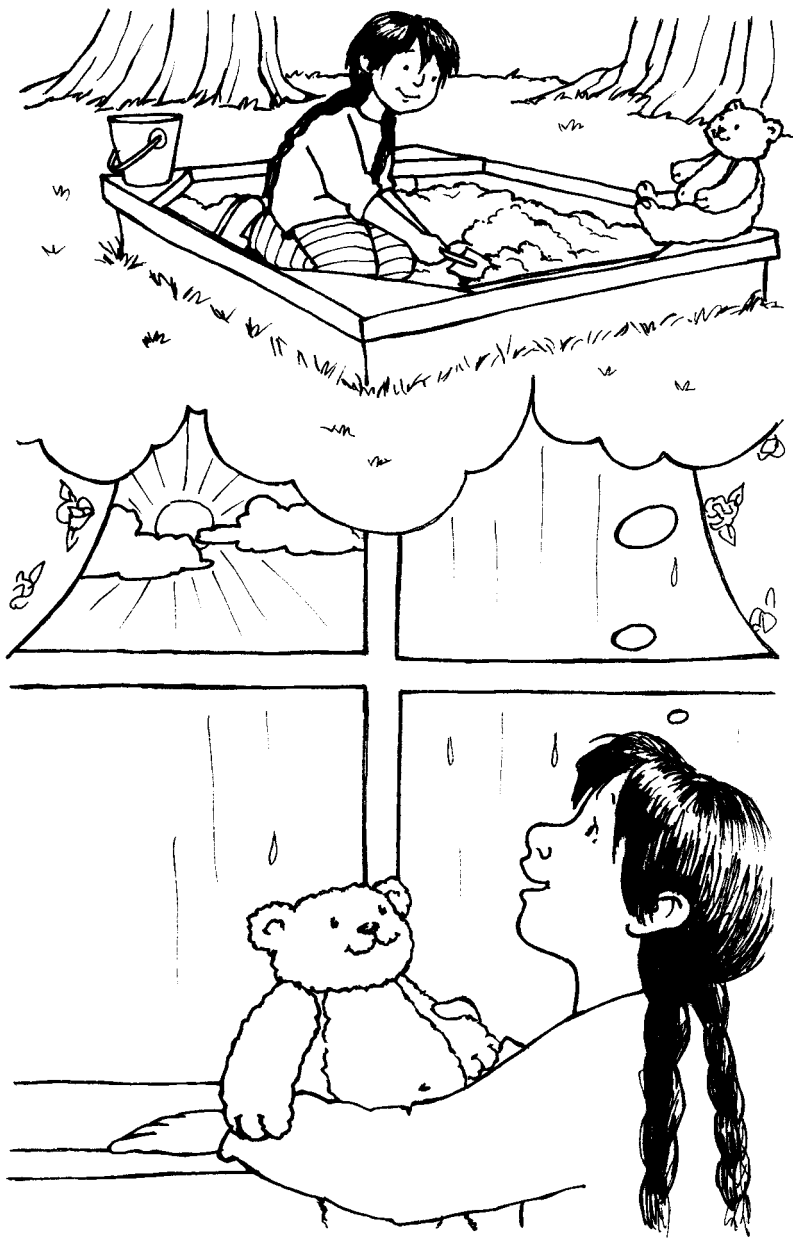
I like bees.



I like to swing.



I like to slide.



I like to dig.



I like to play outside.

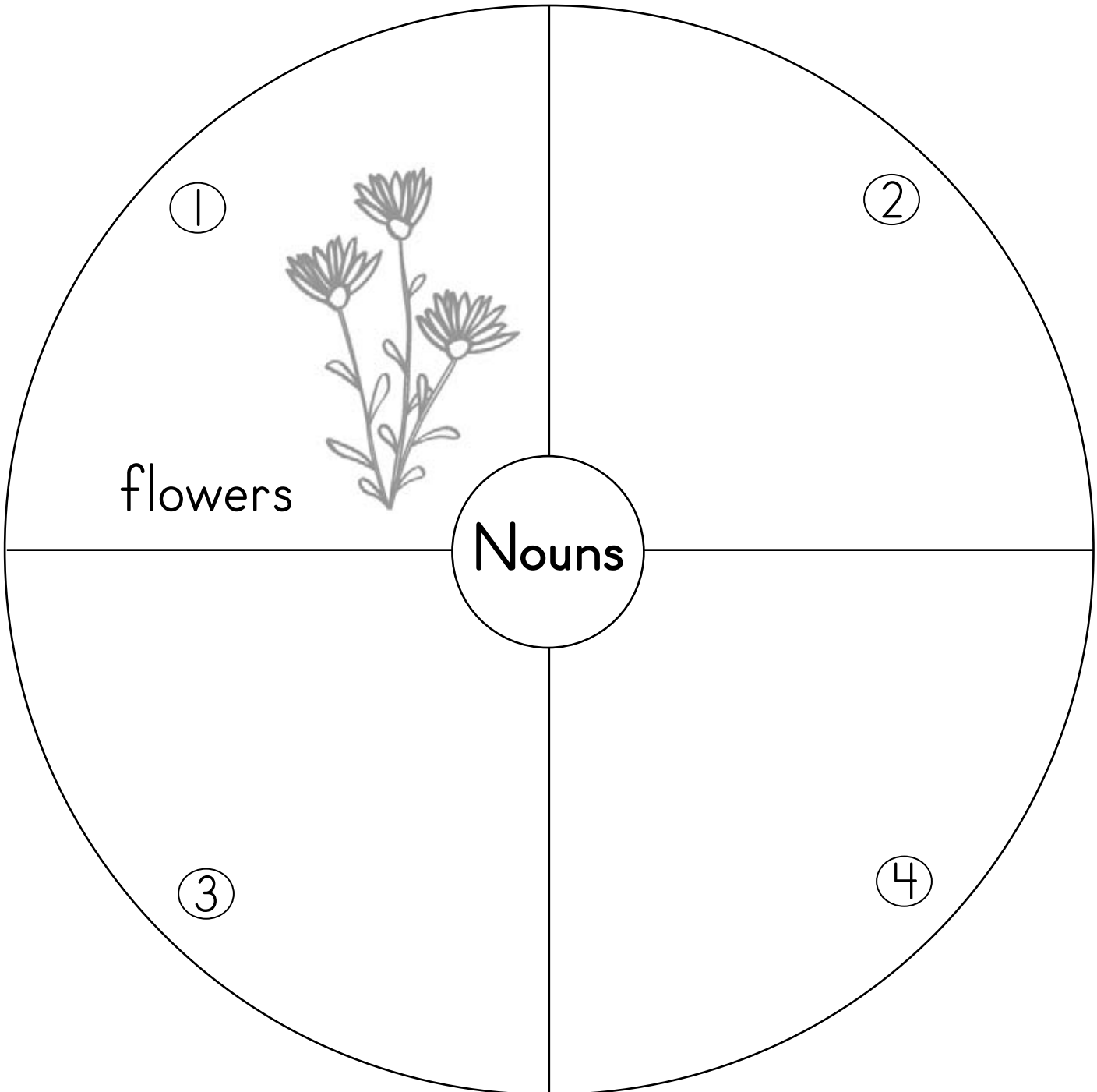
Name _____

Main Idea
Things the Girl Likes



Instructions: Read the main idea to students. Have students draw four details from *What I Like* that support the main idea of the book. Encourage students to label each picture.

Name _____



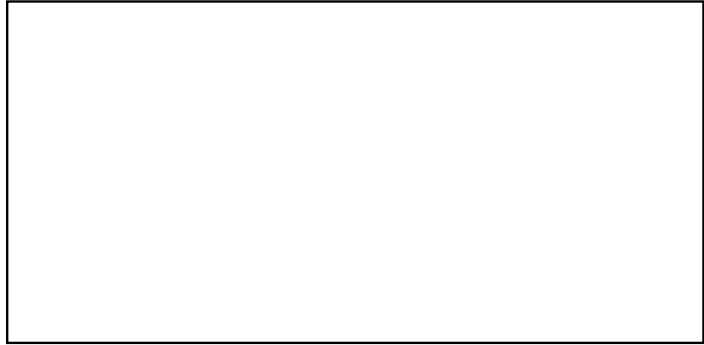
WHAT I LIKE • LEVEL A • 2

SKILL: NOUNS

Instructions: Have students draw a picture that represents a naming word, or noun, in each of the three blank spaces. Encourage them to label their drawings with the noun.

Name _____

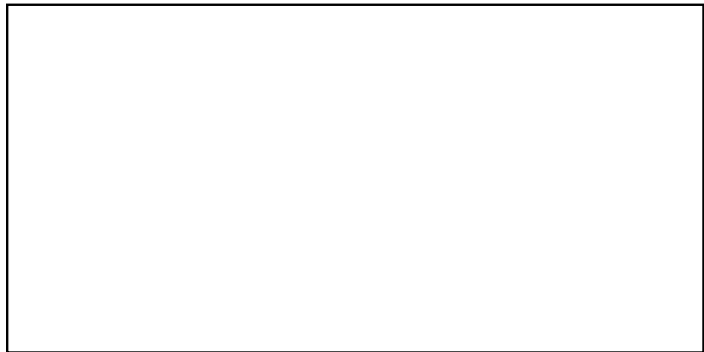
like



•

WHAT I LIKE • LEVEL A • 3

like



•

like



•

SKILL: HIGH-FREQUENCY WORD /

Instructions: Have students draw something they like in each box. Have them write the word / on each line to complete the sentence. Then have students write one sentence using the word /.

Spring Weather

A Reading A-Z Level A Leveled Reader

Word Count: 24




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Spring Weather

Written by Katie Knight

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Spring Weather



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Spring Weather
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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The fog comes.



The clouds come.



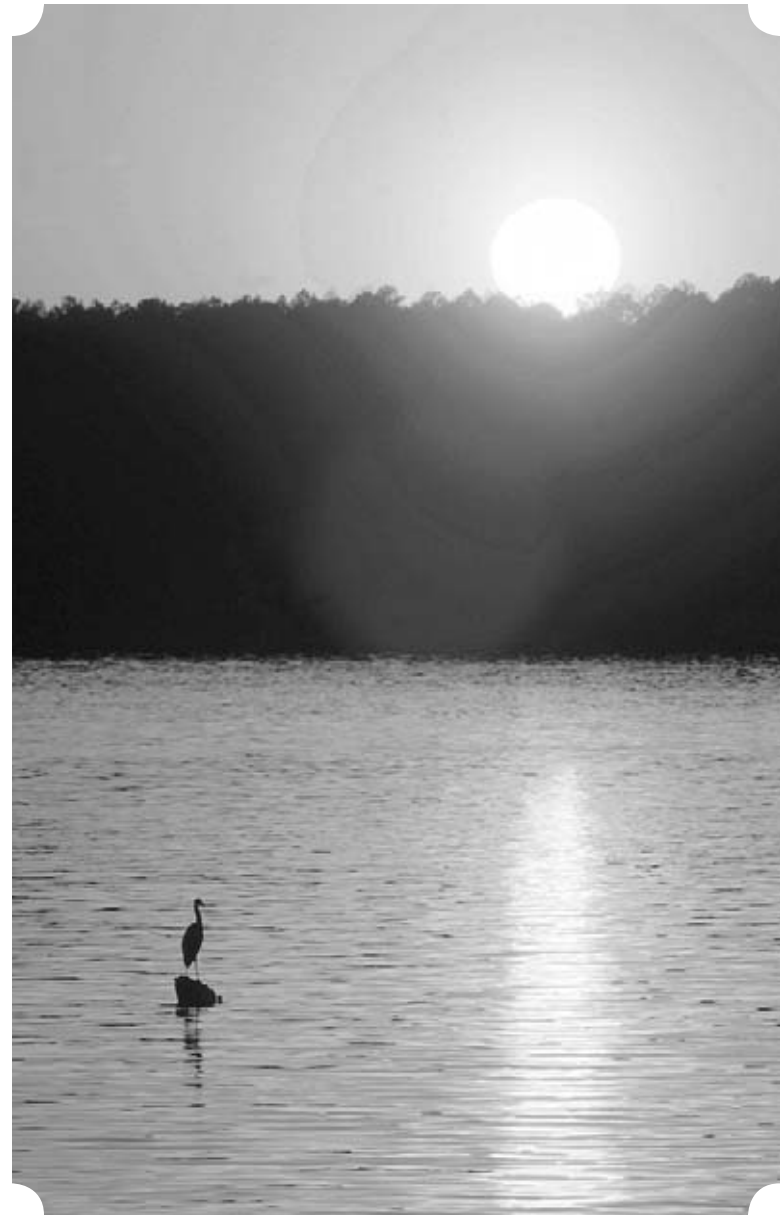
The storm comes.



The rain comes.



The wind comes.



The sun comes.



The flowers come.



The spring comes.



Name _____

Main Idea

Types of Spring Weather



Detail

Detail

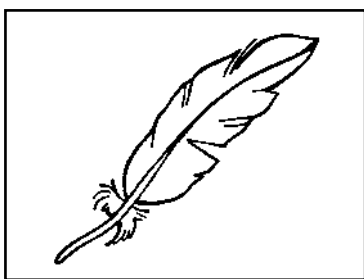
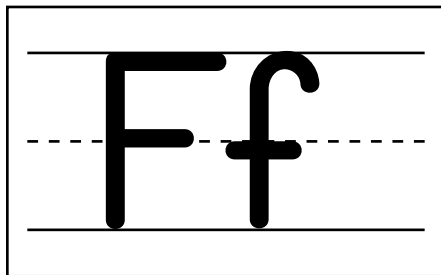
Detail

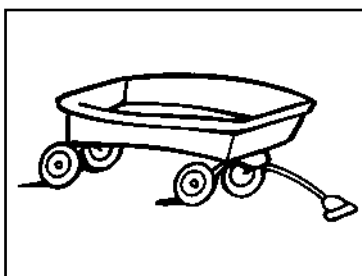
SPRING WEATHER • LEVEL A • 1

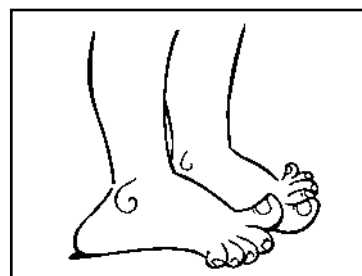
SKILL: MAIN IDEA AND DETAILS

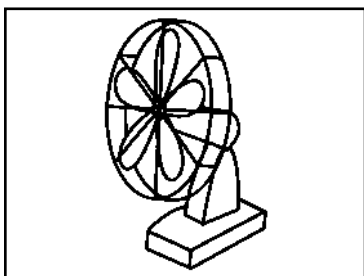
Instructions: Read the main idea aloud to students. Then have them draw three pictures that support the main idea.

Name _____

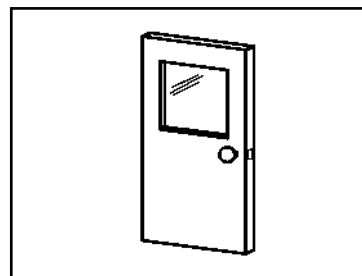












Instructions: Have students say the name of each picture. If the picture begins with the /f/ sound, have them write *Ff* on the line.

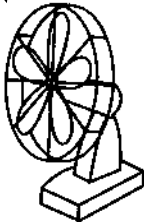
Name _____

Person

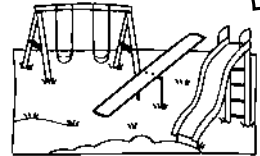


nouns

Thing



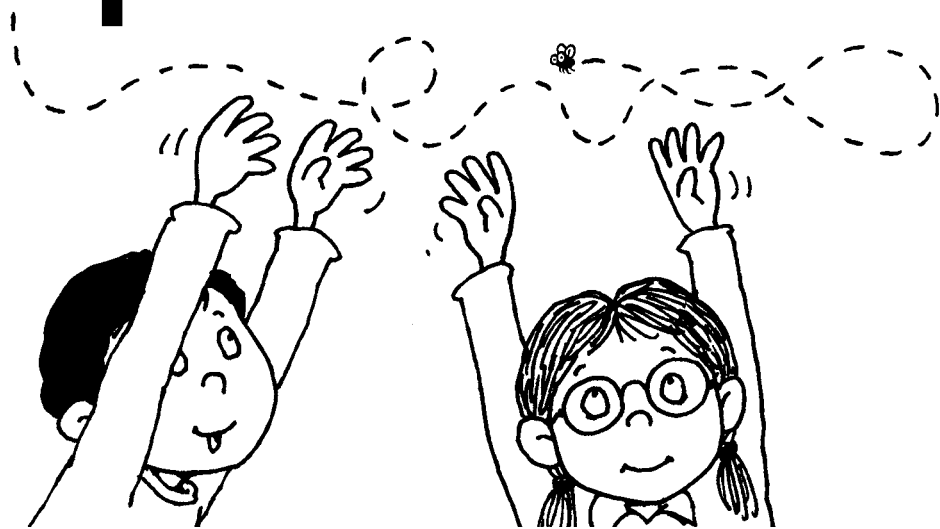
Place



Instructions: Review that nouns are naming words. Discuss the pictures in each category. Have students draw at least one noun in each category. Encourage them to label their drawings and add other nouns to each category.

LEVELED READER • A

Up and Down

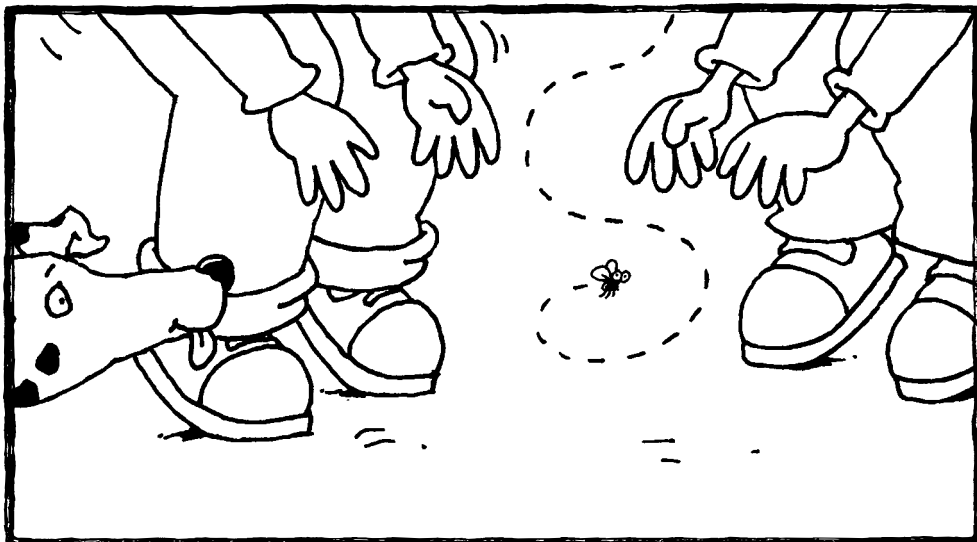


Written by Allie Sullivan • Illustrated by Patrick Girouard

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Up and Down

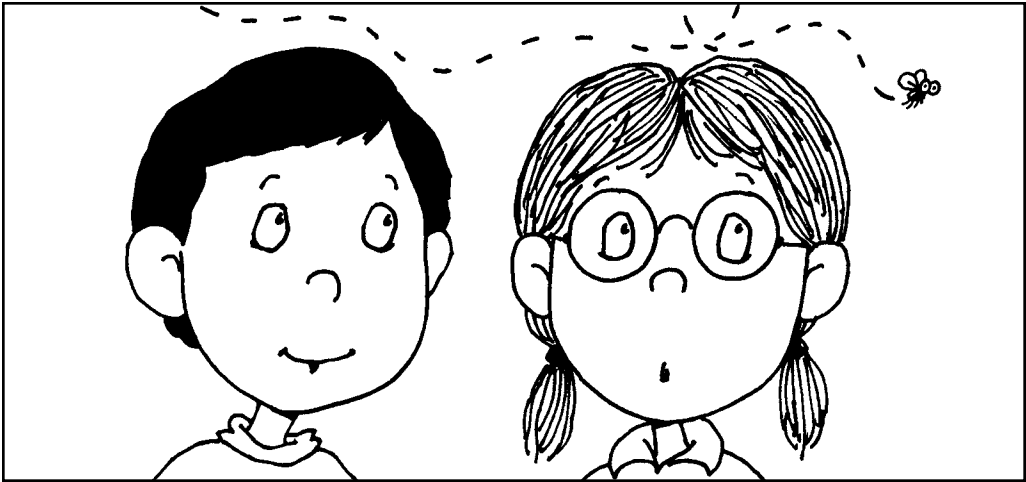
A Reading A-Z Level A Leveled Reader • Word Count: 24



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Up and Down



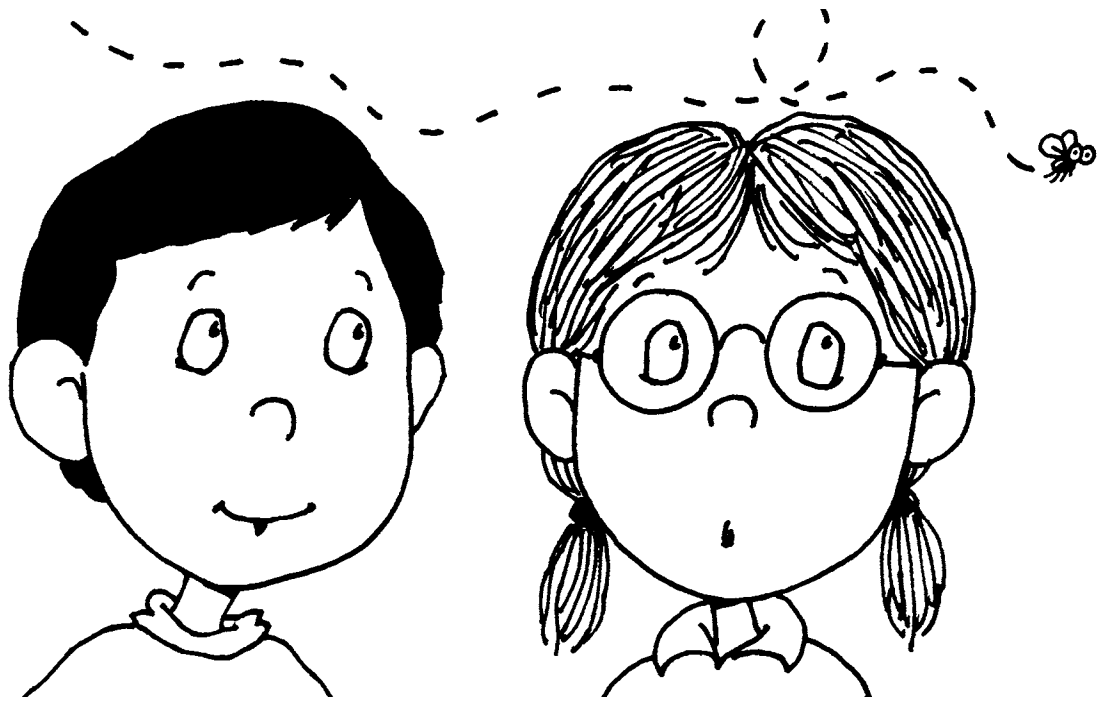
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A-1	DRA
1	Reading Recovery
A	Fountas & Pinnell

Correlation
LEVEL A

Up and Down
Level A leveled Reader
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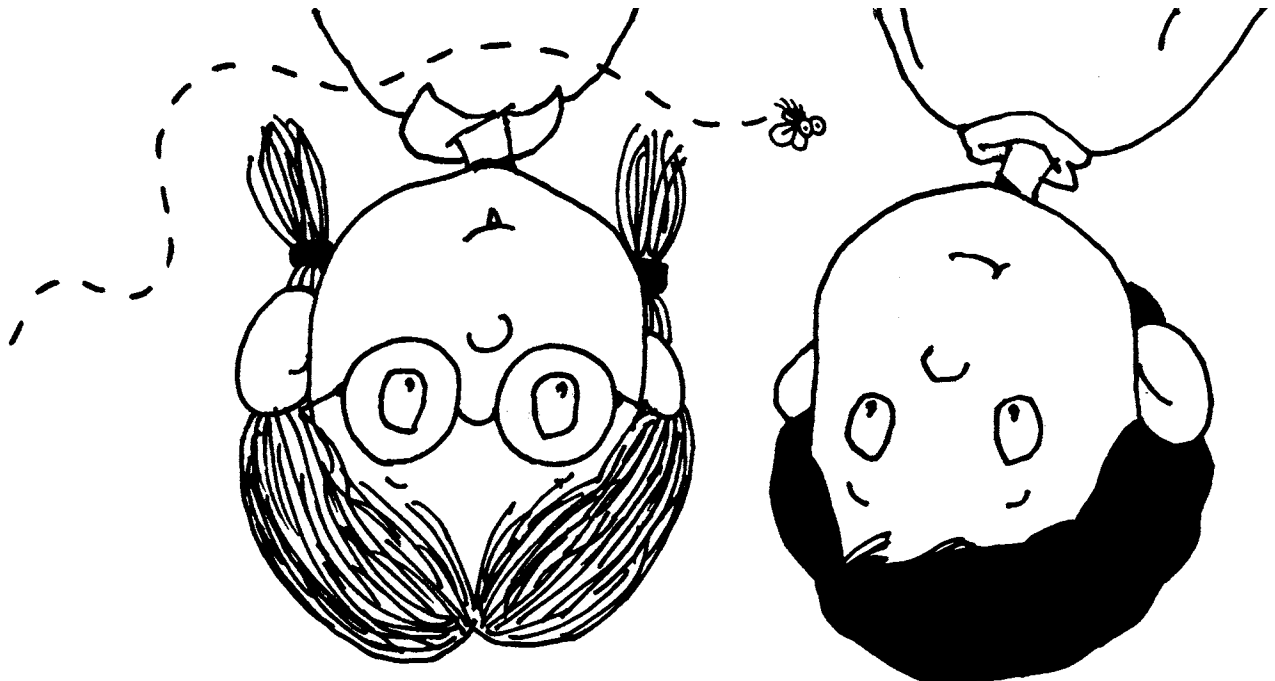


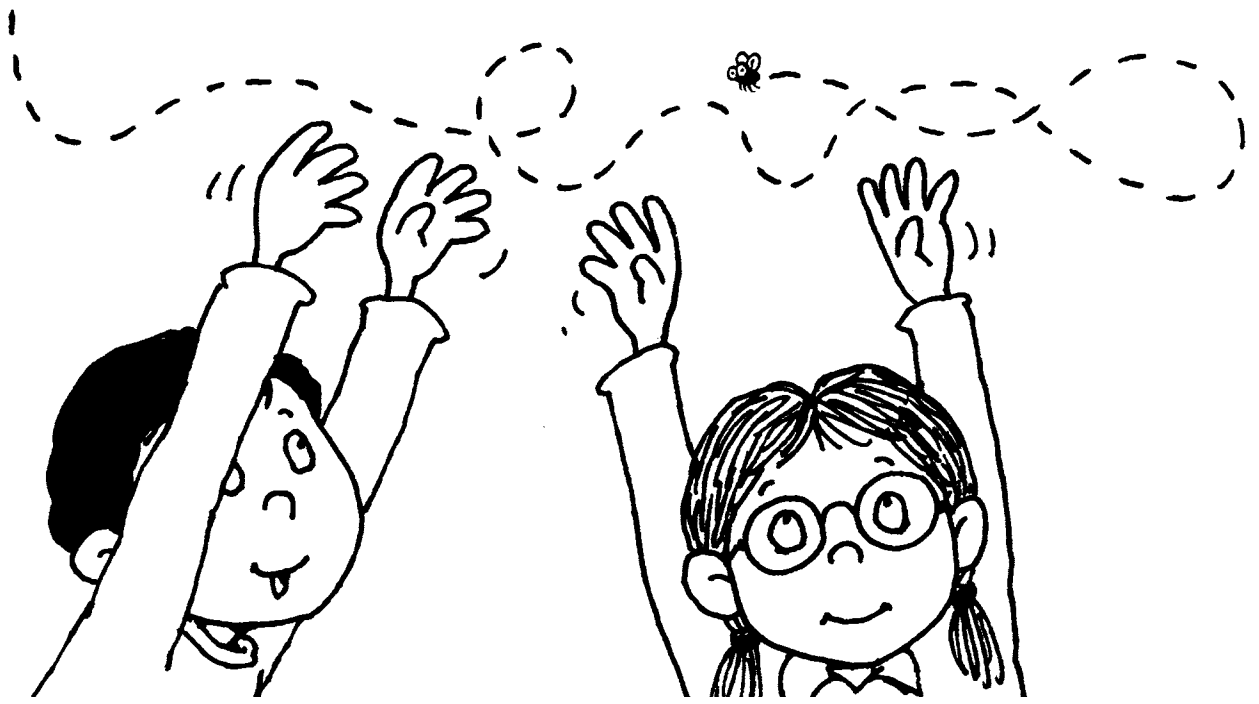
Eyes go up.

3

Eyes go down.

4





Hands go up.

5

Hands go down.

9





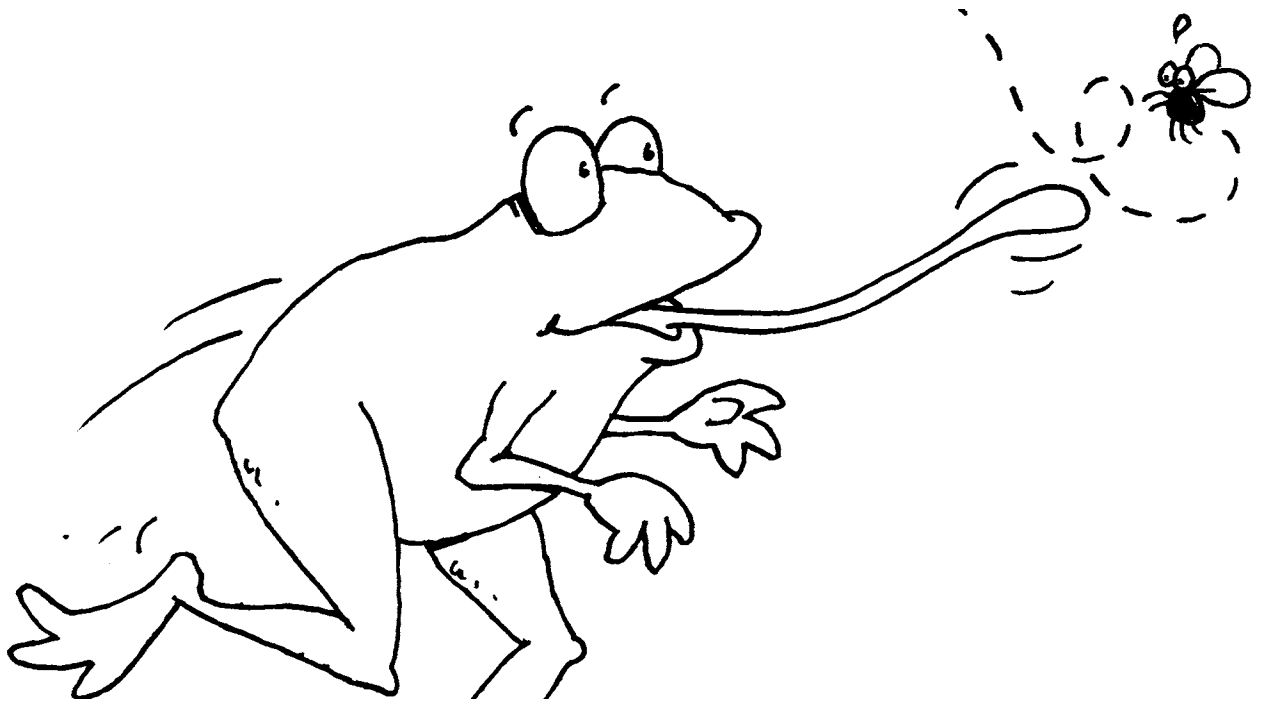
Dog goes up.

7

Dog goes down.

8





Frog goes up.

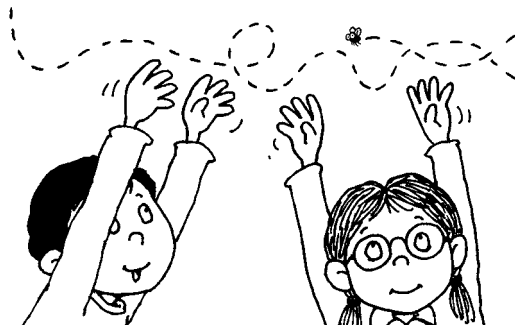
9

Frog goes down.

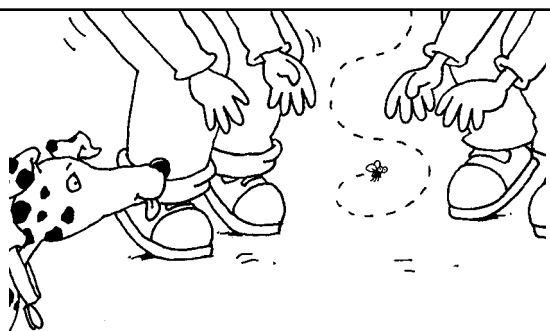
10



Name _____



Objects That Move Up and Down



Detail

UP AND DOWN • LEVEL A • 1

Detail

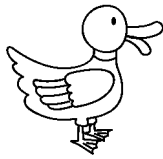
SKILL: MAIN IDEA AND DETAILS

Instructions: Read the main idea aloud to students. Then have them draw three details that support the main idea and label each one.

Name _____

1. The  goes up.

2. The  goes down.

3. The  goes up.

4. The  goes up.

5. The  goes down.

UP AND DOWN • LEVEL A • 2

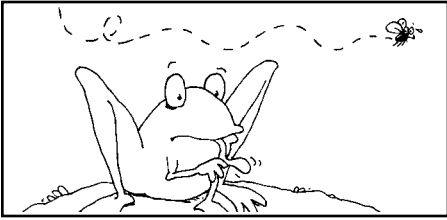
SKILL: INITIAL CONSONANT Dd

Instructions: Read the sentences with students. Have students determine if the picture in each sentence begins with the letter *d*. If the word begins with *d*, have students write *Dd* on the lines at the end of each sentence.

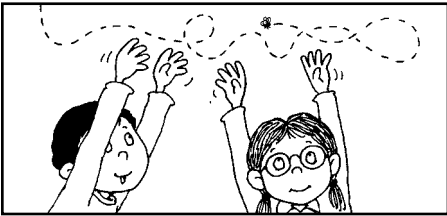
Name _____



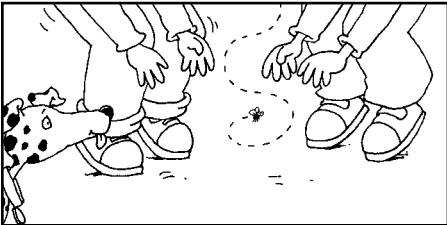
1. Dog goes up



2. Frog goes down



3. Fly goes up



4. Fly goes down

Instructions: Read the sentences with students. Have them place a period at the end of each sentence. Then have students write their own sentence using a period.

LEVELED READER • A

Mom and I

Written by Ava G. Kalisch

www.readinga-z.com

Mom and I

A Reading A-Z Level A Leveled Reader • Word Count: 40



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Mom and I



Written by Ava G. Kalisch

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LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

Correlation

Mom and I
Level A leveled Reader
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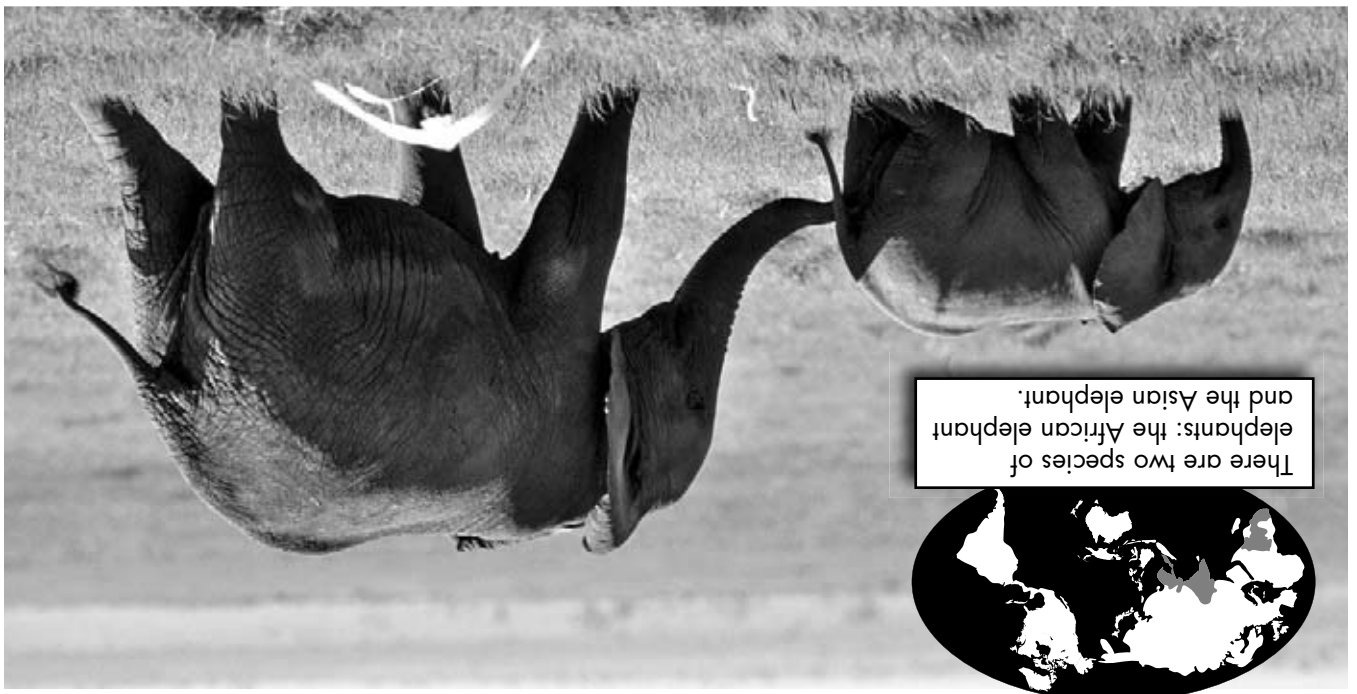
Most lions live in Africa. There are a few hundred lions that live in the Gir Forest of India.

Mom and I are lions.

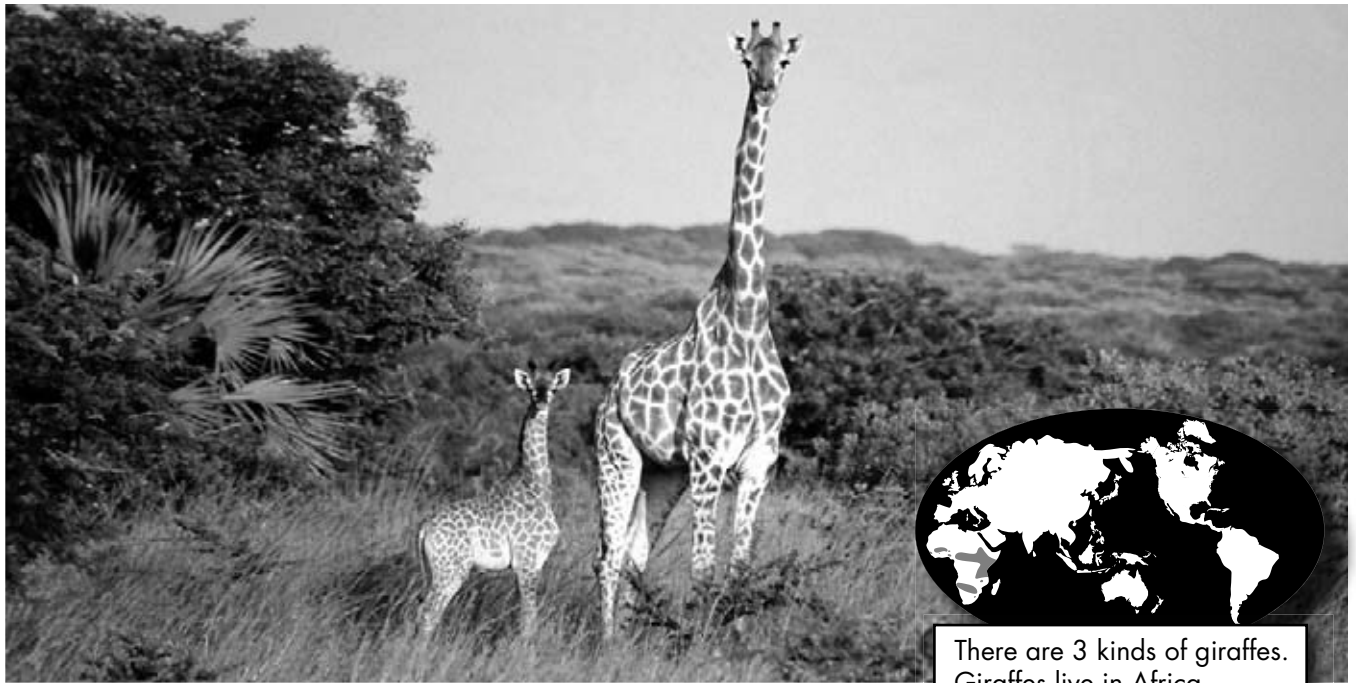
3

Mom and I are elephants.

4



There are two species of elephants: the African elephant and the Asian elephant.



There are 3 kinds of giraffes.
Giraffes live in Africa.

Mom and I are giraffes.

5

Mom and I are zebras.

6



There are three
types of zebras.
They live in Africa.



Mom and I are bears.

Brown bears are one of the eight species of bears in the world.

7

Mom and I are apes.

8



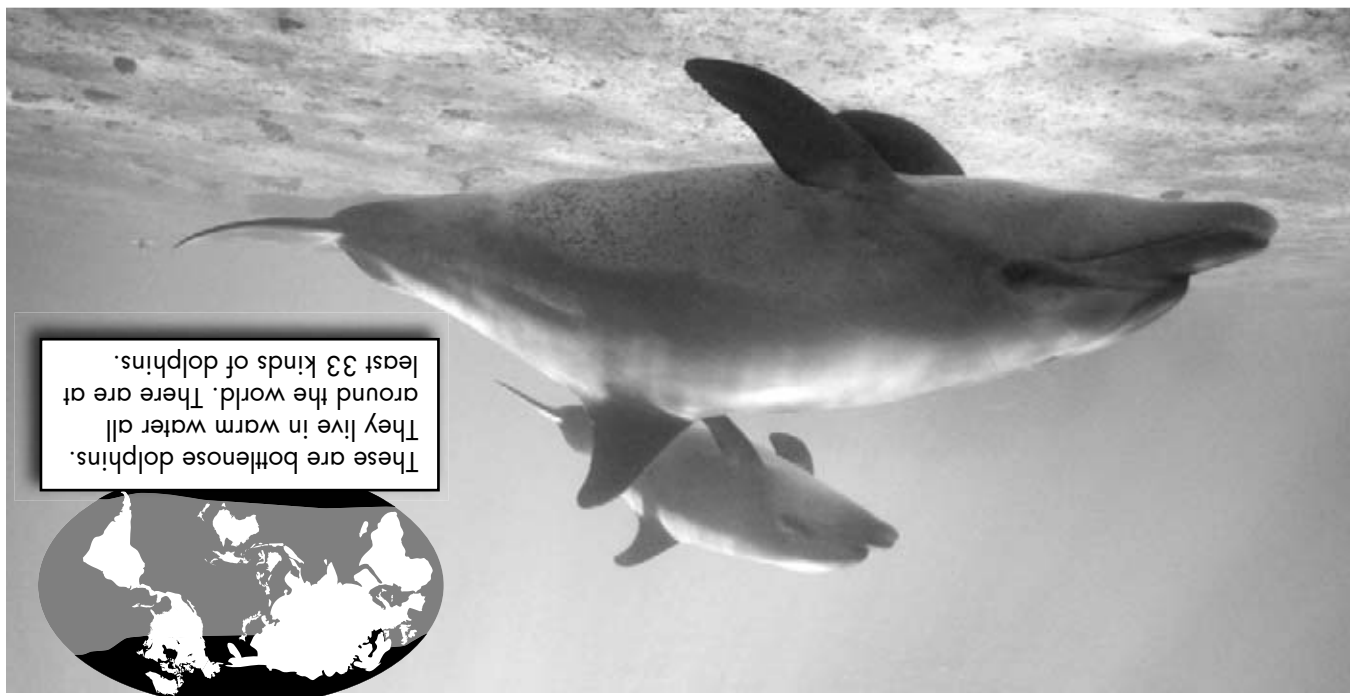


Mom and I are kangaroos.

9

Mom and I are dolphins.

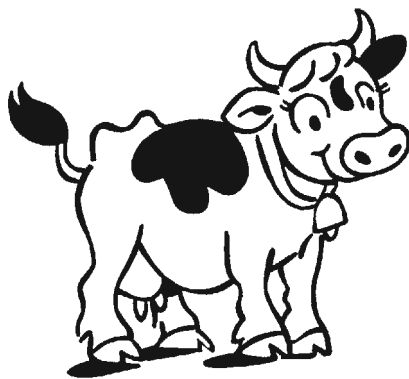
10



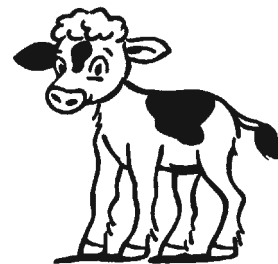
Name _____

Detail

Detail



There are
animal moms
and babies.

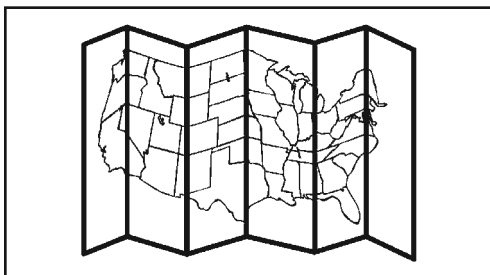


Detail

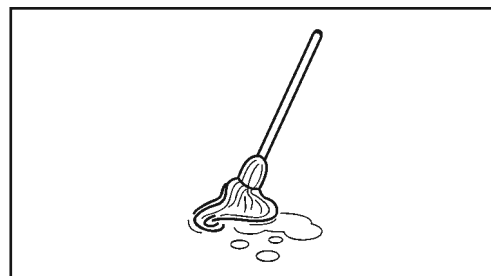
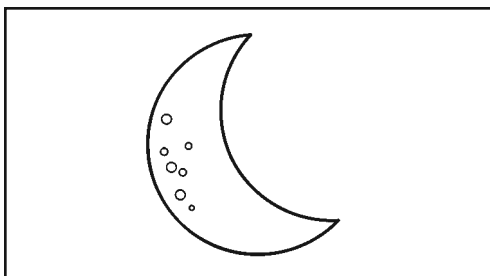
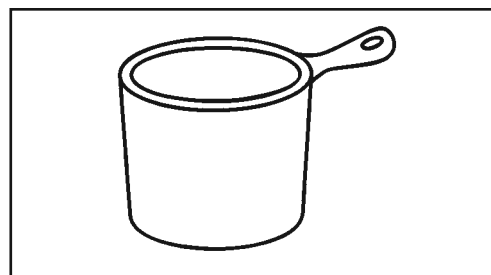
Detail

INSTRUCTIONS: Review the main idea of the book with students. Have them write and draw details that support the main idea in the boxes labeled *Details*.

Name _____



MOM AND I • LEVEL A • 2



SKILL: INITIAL CONSONANT Mm

INSTRUCTIONS: Say the name of each picture with students. Have them write the letter *Mm* under each picture that begins with the /m/ sound.

Name _____

like



.

like

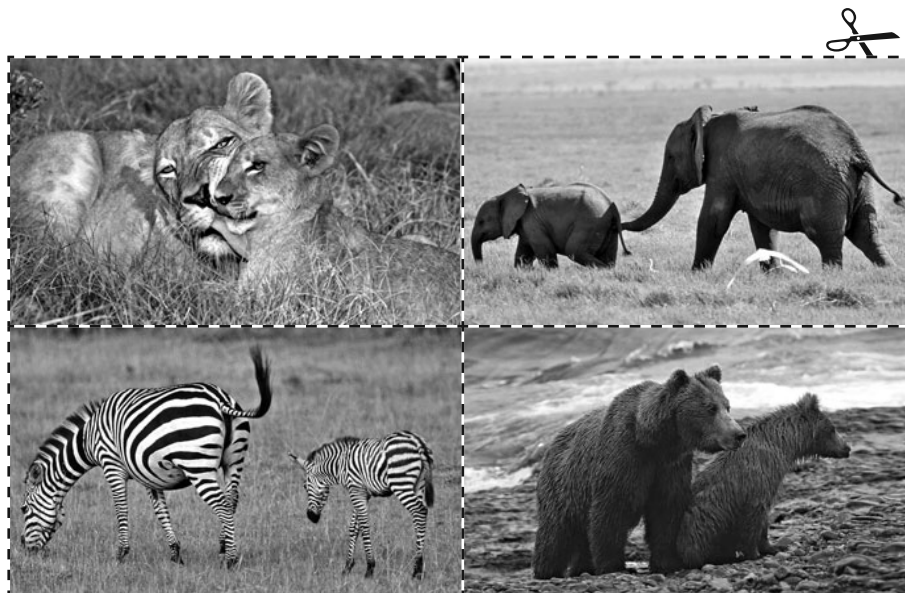


.

like



.



INSTRUCTIONS: Have students write the word *I* on each of the dashed writing lines. Have them read each phrase aloud (*I like*). Then have students cut out three pictures of animals that they like and paste each one in a space at the top of the page. Ask them to read their sentences to a partner.

LEVELED READER • A

Pond Animals



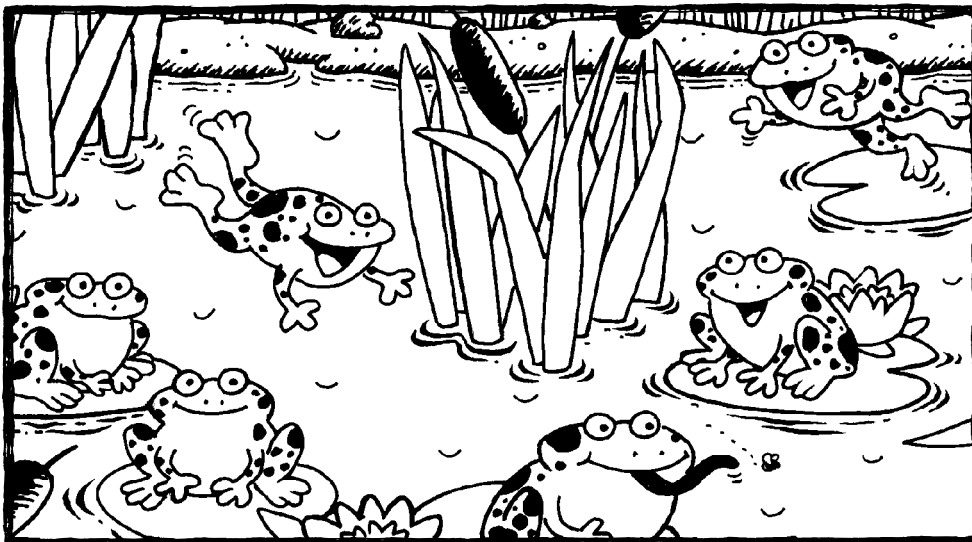
Written by Ned Jensen

Illustrated by Angela Kamstra-Jacobson

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Pond Animals

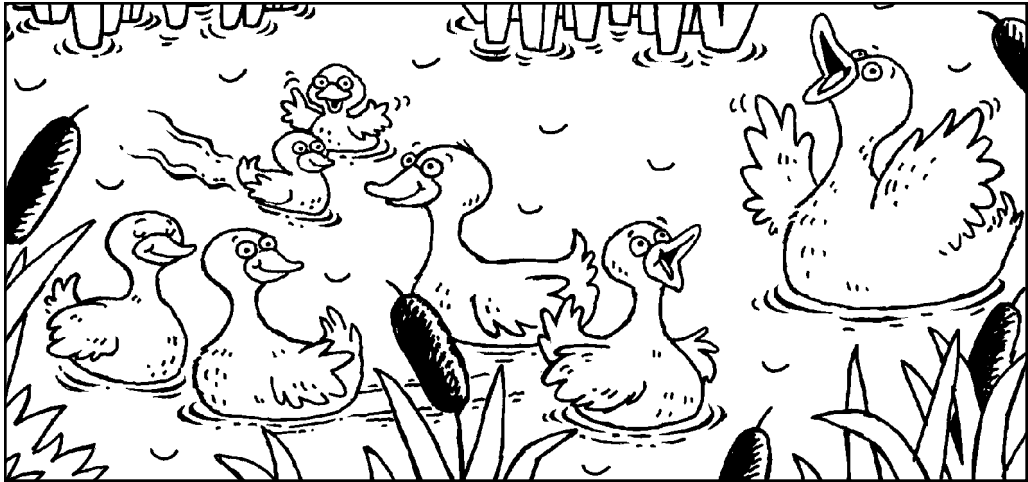
A Reading A-Z Level A Leveled Reader • Word Count: 32



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Pond Animals

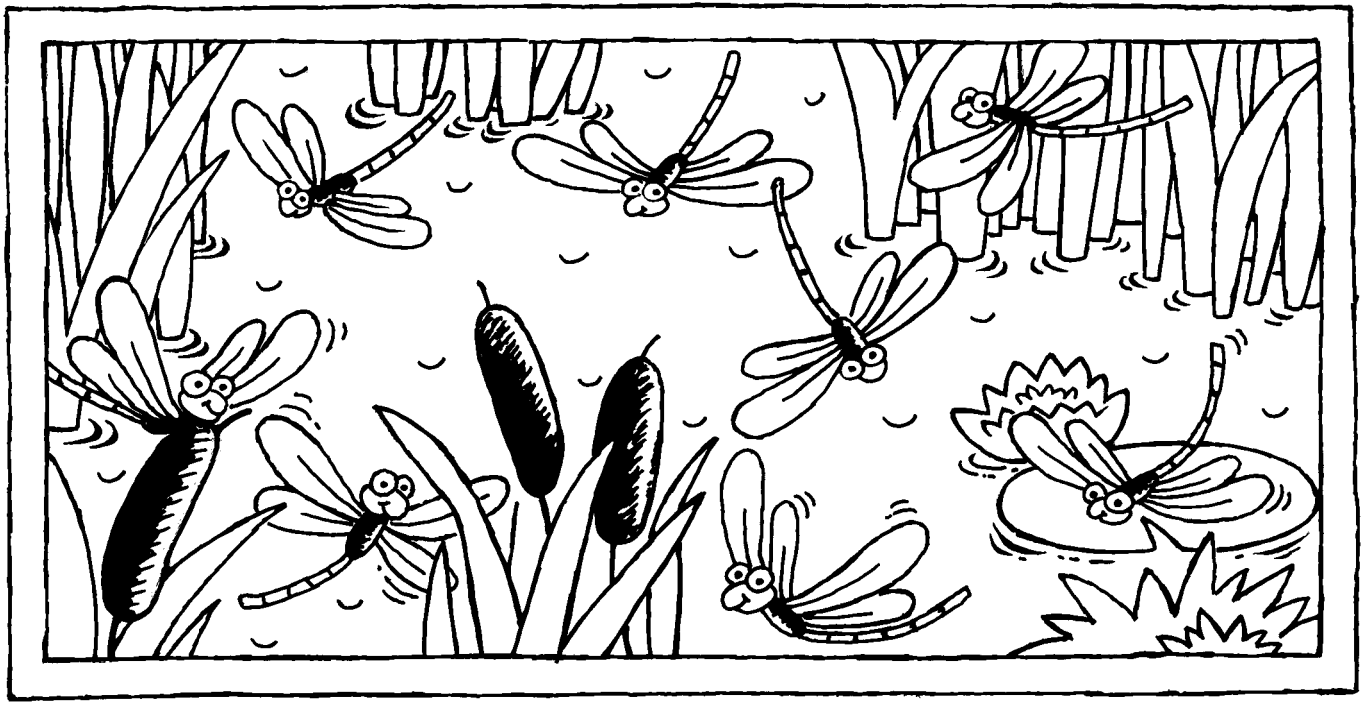


Written by Ned Jensen
Illustrated by Angela Kamstra-Jacobson
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A-1	DRA
1	Reading Recovery
A	Fountas & Pinnell
LEVEL A	

Correlation

Pond Animals
Level A leveled Reader
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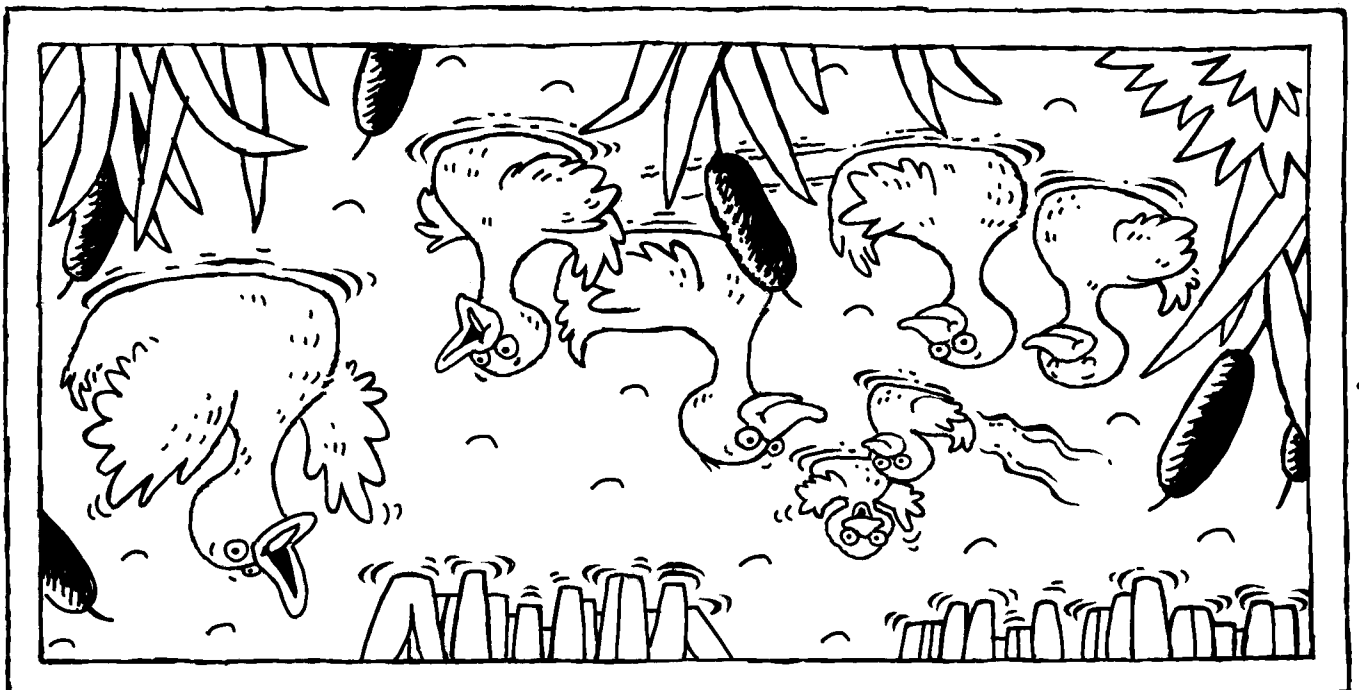


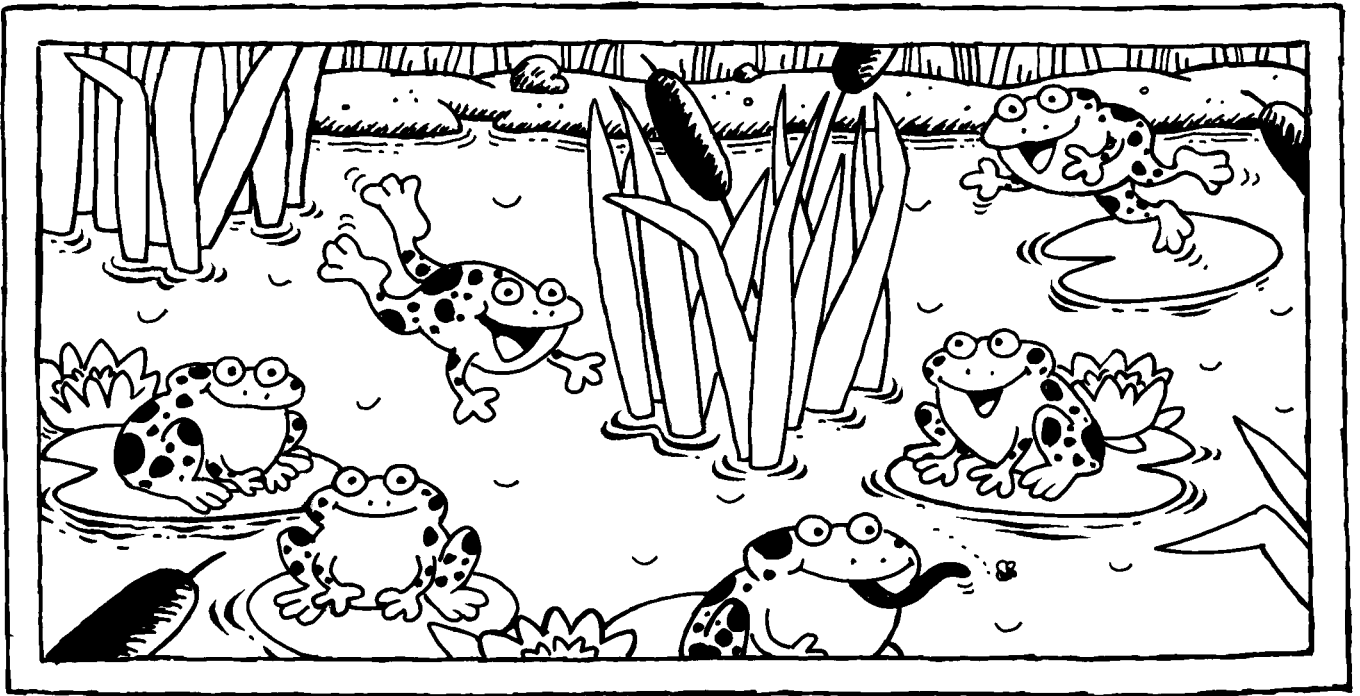
I see eight bugs.

3

I see seven ducks.

4



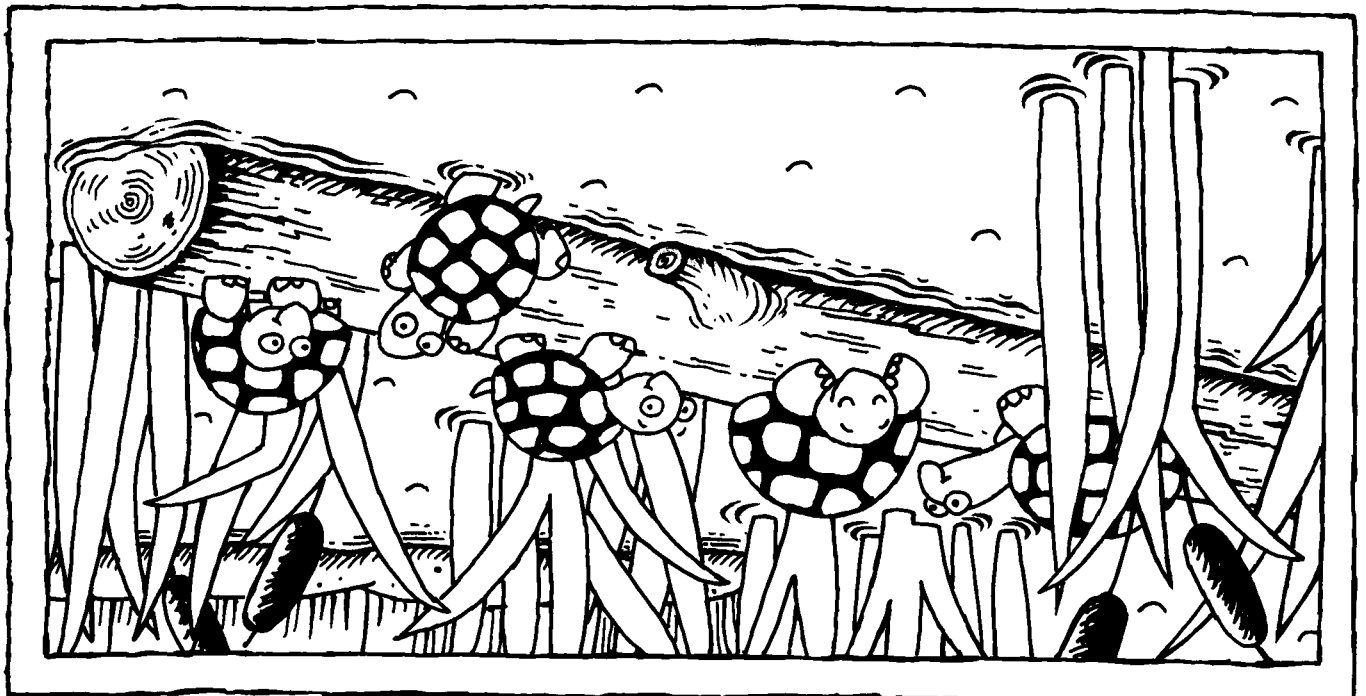


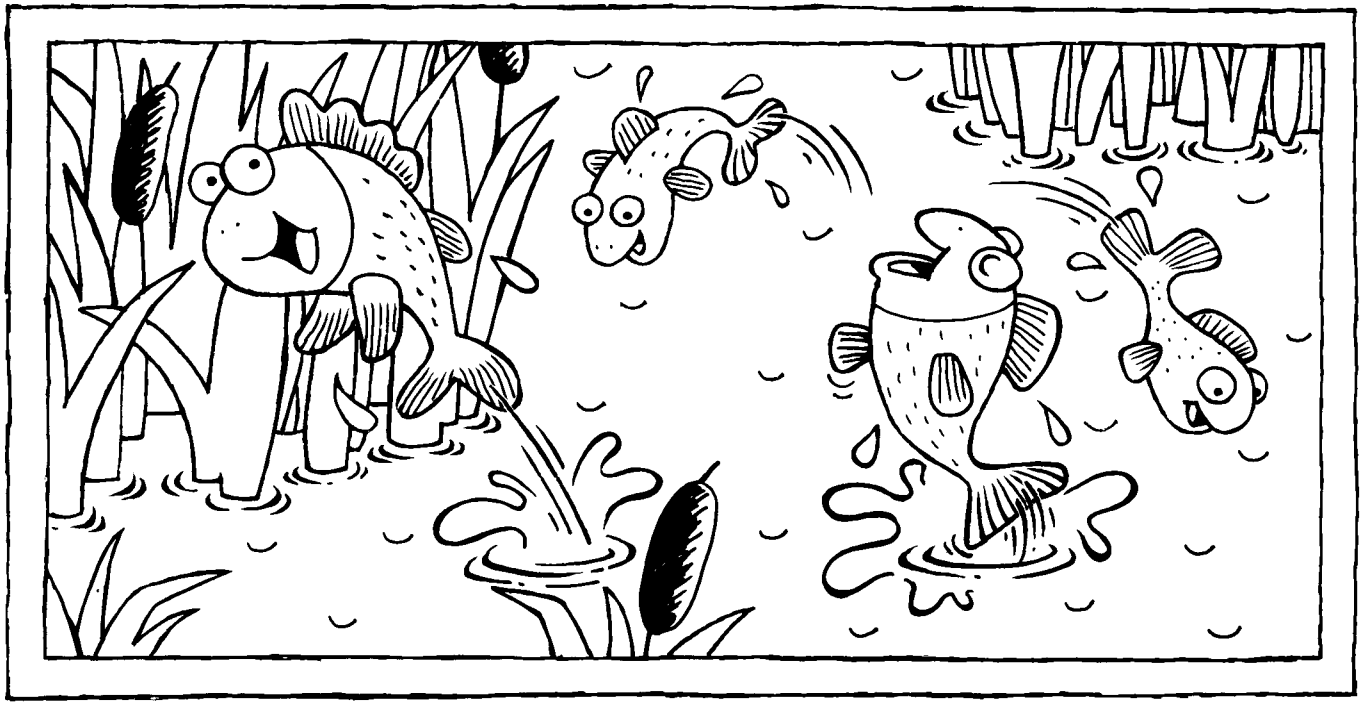
I see six frogs.

5

6

I see five turtles.



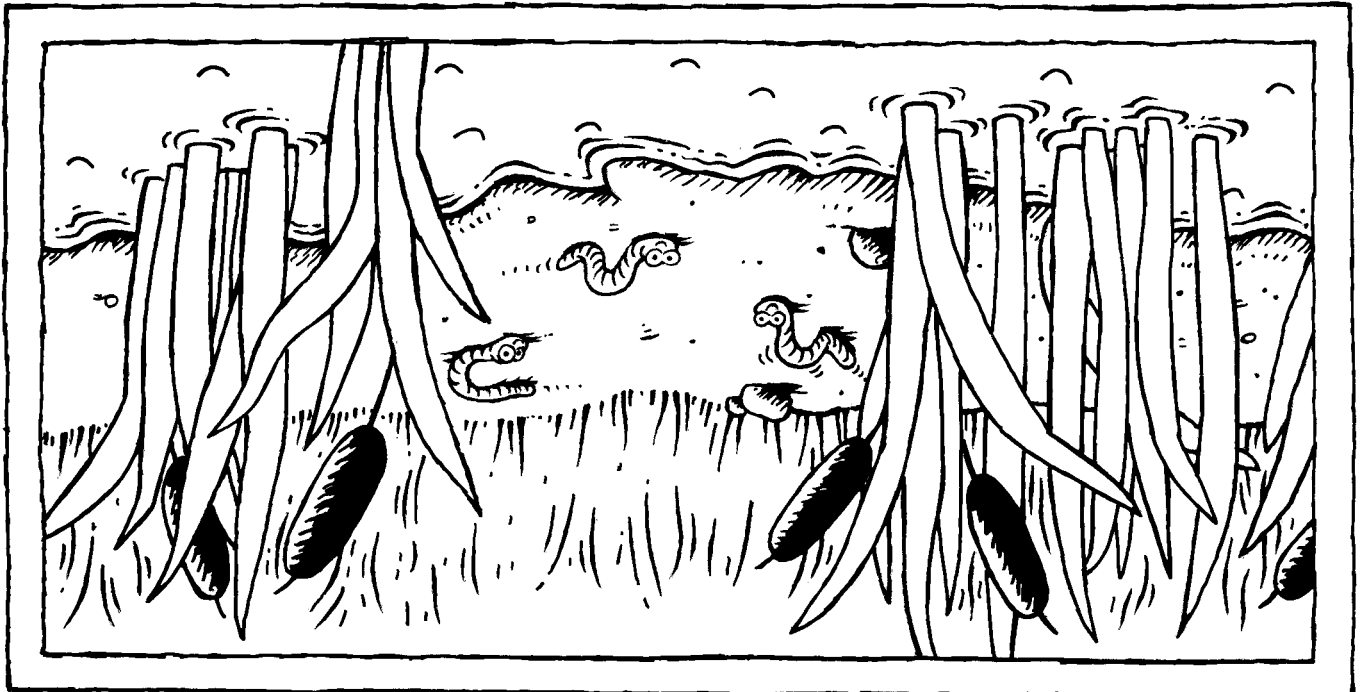


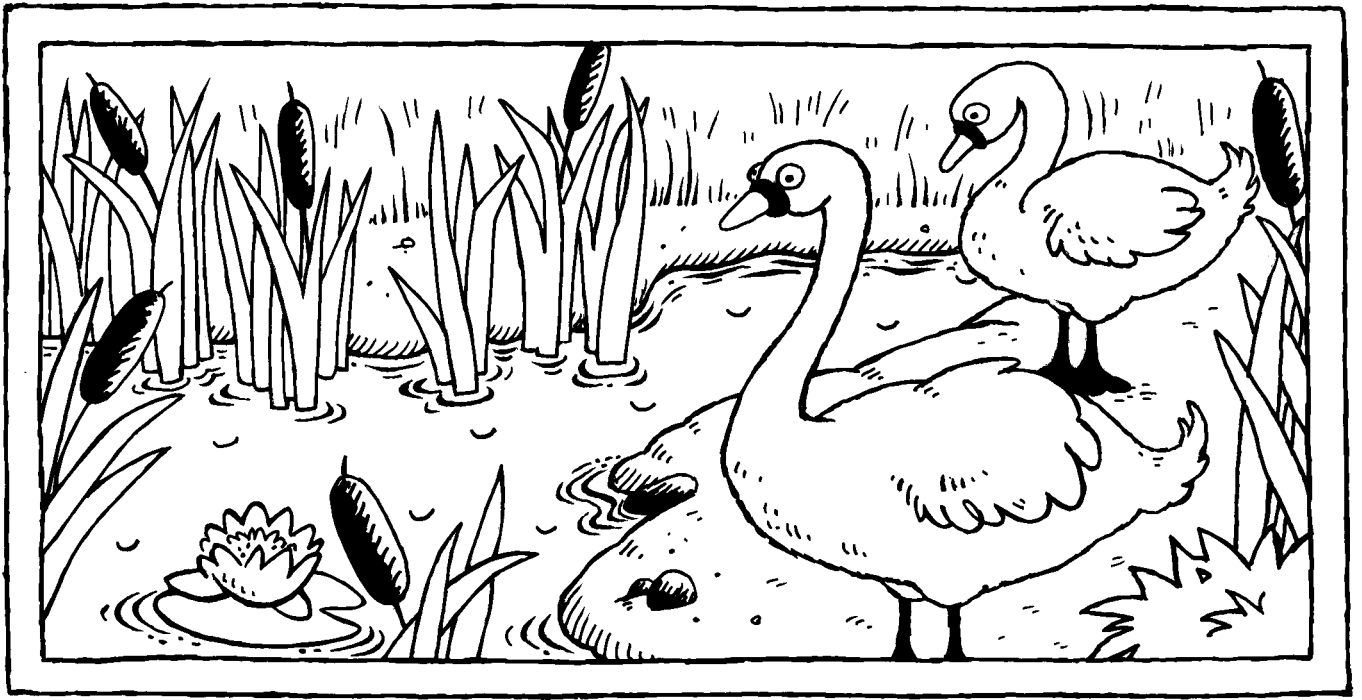
I see four fish.

7

I see three worms.

8



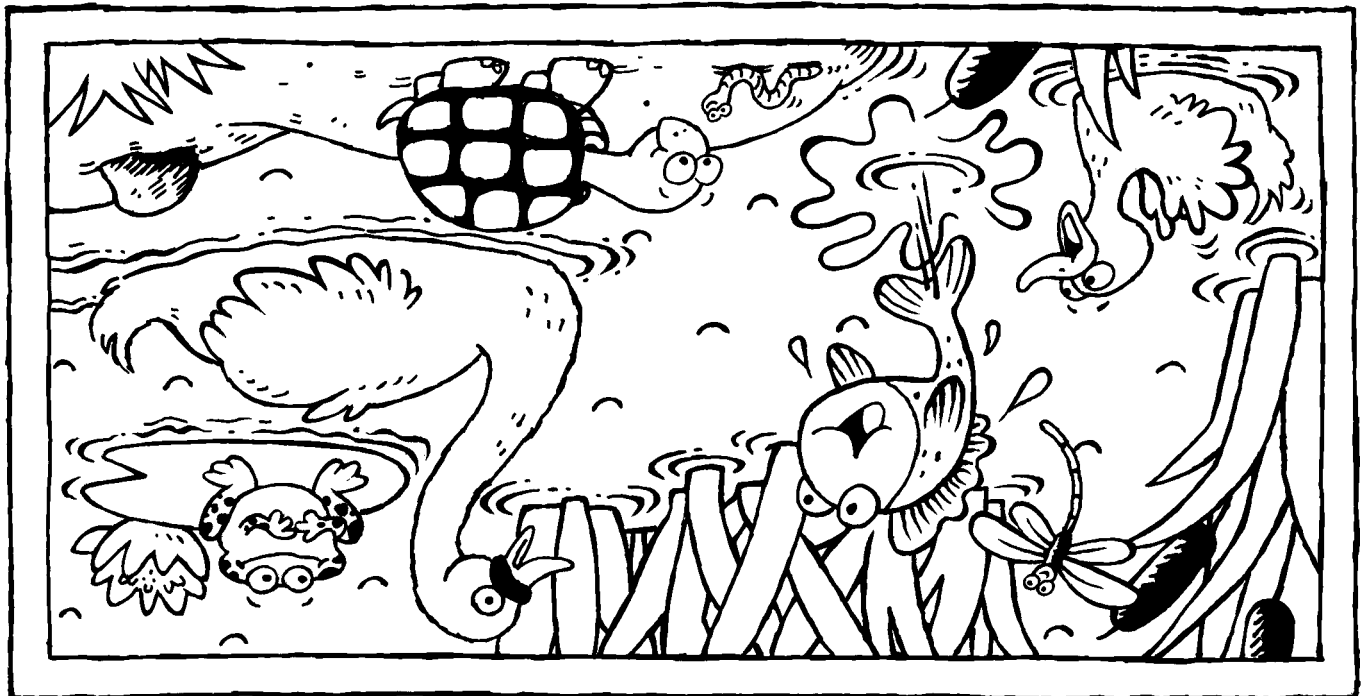


I see two swans.

9

I see one pond.

10



Name _____

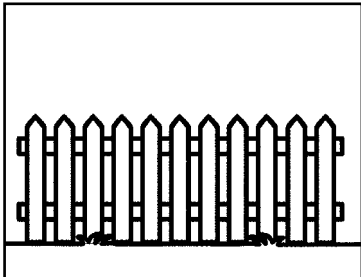
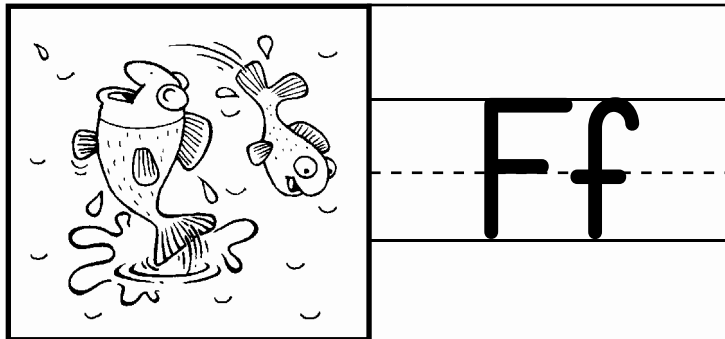
What I See on Page _____	What I See on Page _____
What I See on Page _____	What I See on Page _____

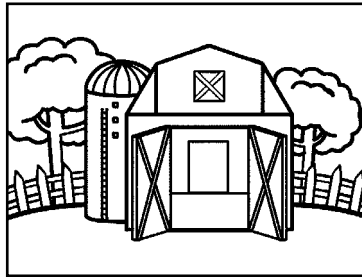
POND ANIMALS • LEVEL A • 1

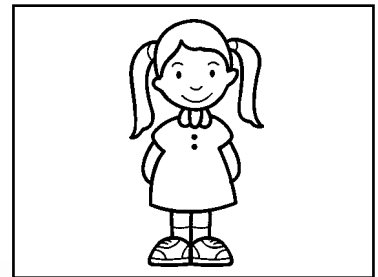
SKILL: VISUALIZE

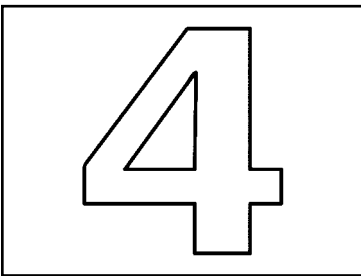
INSTRUCTIONS: Have students draw and label what they visualized as they read. Have them write the page number on the line provided.

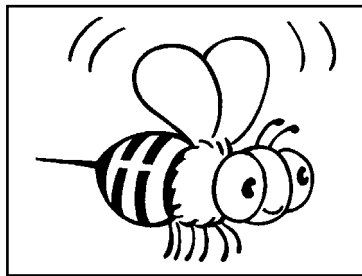
Name _____

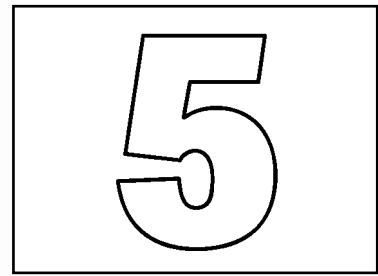












INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the /f/ sound, have students write *Ff* on the line provided. Encourage those who are ready to write the word.

Name _____

one

two

three

four



see

cat.



see

cats.



see

cats.



see

cats.

INSTRUCTIONS: Read the sentences with students. Have students complete each sentence by adding the word / and a number word. Have them underline the letter that creates the plural.

Opposites

A Reading A-Z Level A Leveled Reader

Word Count: 28



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LEVELED READER • A

Opposites



Written by Katie Knight

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Opposites

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Written by Katie Knight

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Correlation

LEVEL A

Fountas & Pinnell	A
Reading Recovery	1
DRA	A–1



happy



sad



This is up.



This is down.



This is on.



This is off.



This is open.



This is closed.



This is fast.



This is slow.



This is _____.
This is _____.

Name _____

Page _____

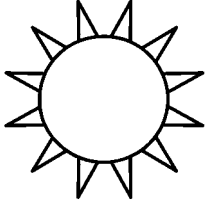
Page _____

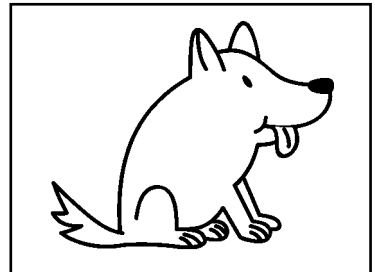
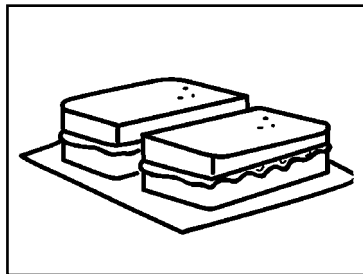
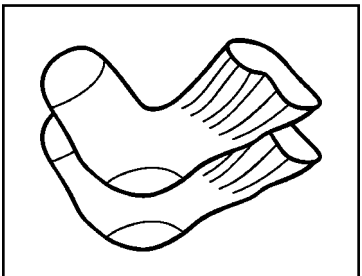
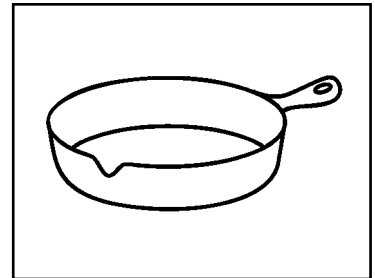
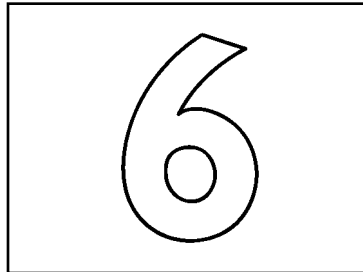
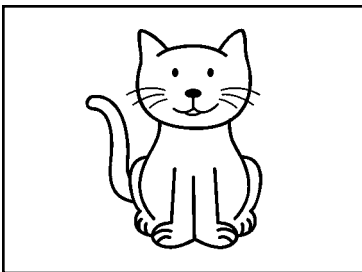
Page _____

Page _____

INSTRUCTIONS: Have students write the page number where they stopped reading to visualize. Then have them draw what they visualized in the box.

Name _____

	Ss sun
---	--



INSTRUCTIONS: Have students say each picture name aloud. If the picture name begins with the /s/ sound, have students write Ss on the line provided.

Name _____

1. The girl is up

2. The boy is down

3. The light is on

4. The light is off

5. The rabbit is slow

6. The turtle is fast

INSTRUCTIONS: Read the sentences with students. Have students add a period to complete each sentence. Then have them rewrite and read the sentences aloud to a partner.

All Kinds of Faces

A Reading A-Z Level A Leveled Reader

Word Count: 32



Reading a-z

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LEVELED READER • A

All Kinds of Faces



Written by Annette Carruthers

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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



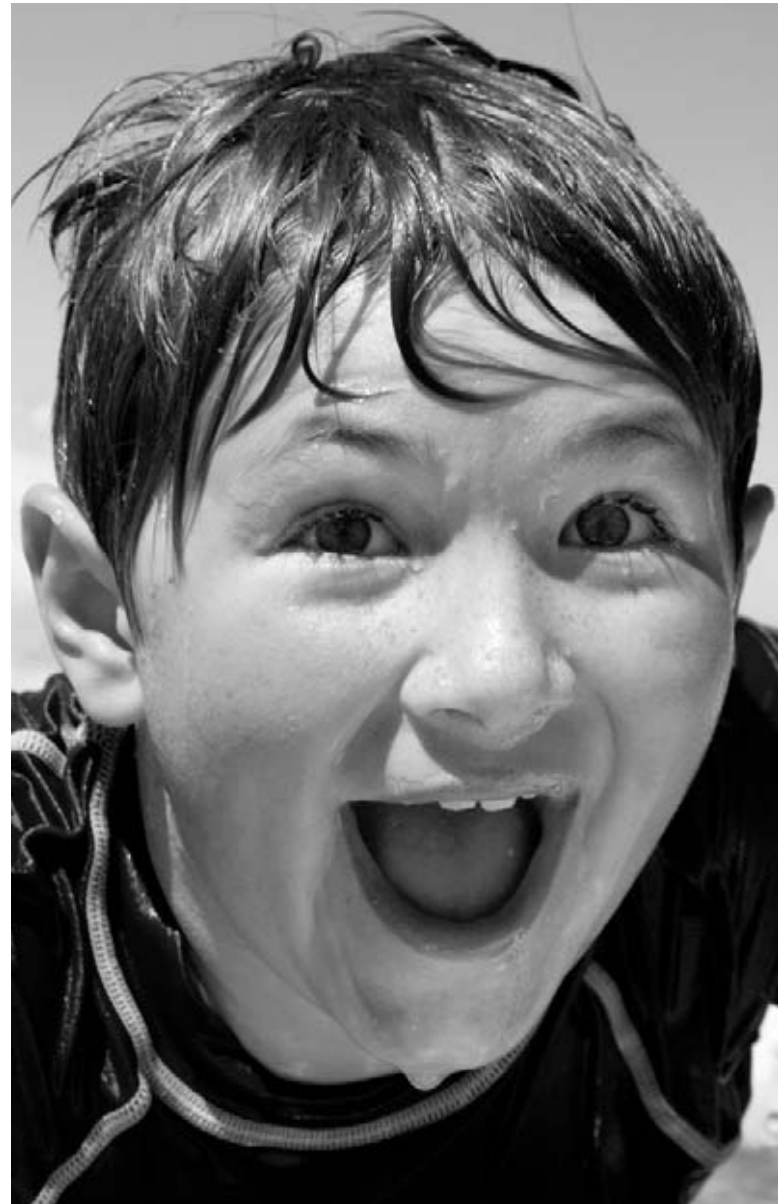
This face is happy.



This face is sad.



This face is sorry.



This face is excited.



This face is scared.



This face is shy.



This face is mad.



This face is sleepy.

Name _____



Happy

Sad

Sorry

Excited

Scared

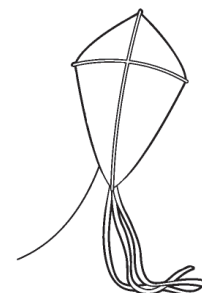
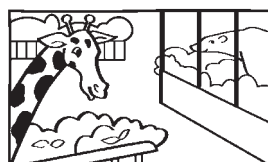
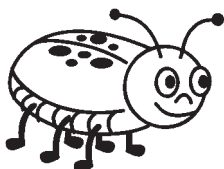
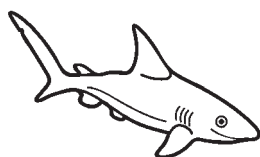
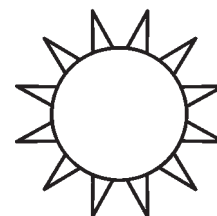
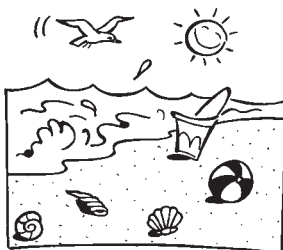
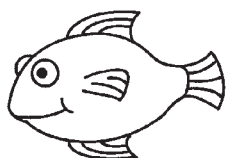
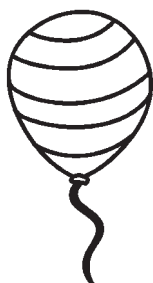
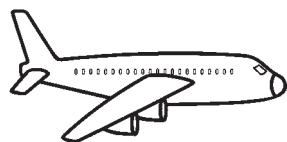
Shy

Mad

Sleepy

INSTRUCTIONS: Cut out the words and use them with students to classify different types of feelings.

Name _____

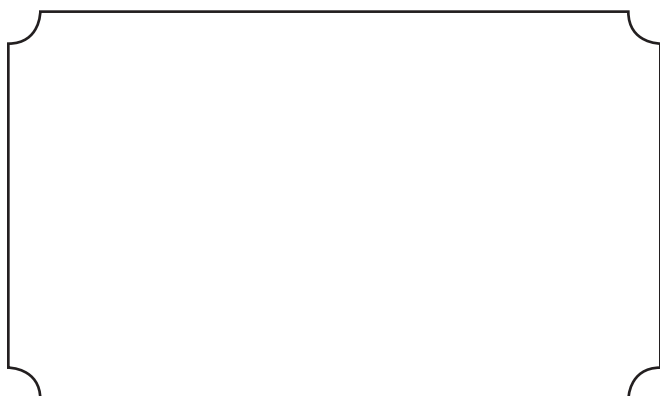


INSTRUCTIONS: Cut out the pictures and use them with students to classify feelings.

Name _____



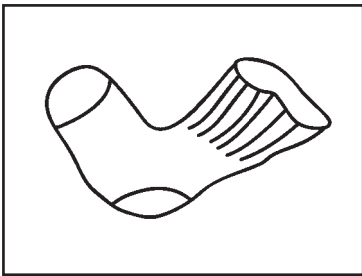


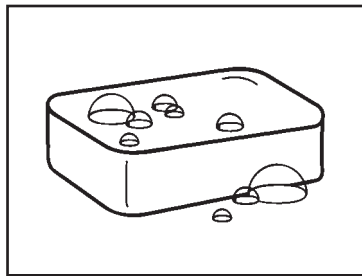


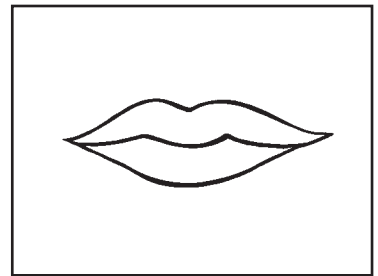


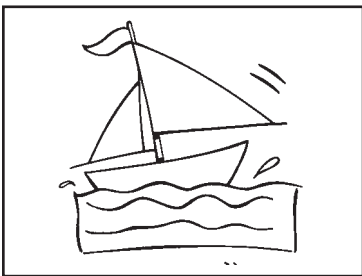
INSTRUCTIONS: Have students write the name of a feeling on the line and draw a picture of an object that makes them have that feeling.

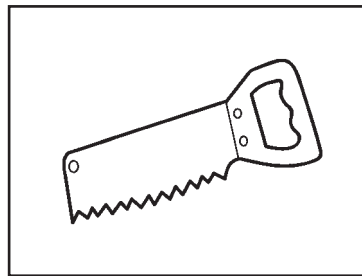
Name _____

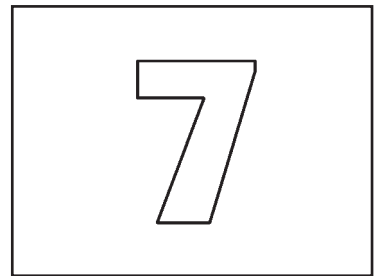












INSTRUCTIONS: Have students say the name of each picture. If the picture begins with the /s/ sound, have them write Ss on the line.

Name _____

his face is happy

his face is scared

his face is excited

his face is sad

his face is sorry

INSTRUCTIONS: Have students add the capital letter and period for each sentence. Then have students write an original sentence using a capital letter and a period on the lines provided.